FOLSOM LAKE COLLEGE
El Dorado Center | Rancho Cordova Center

Facilities Master Plan 2025

Folsom Lake College | Los Rios Community College District | HGA | FINAL DRAFT

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Folsom Lake College

Our Commitment to Equity

Education should belong to everyone. To nourish this inclusion, FLC champions equity, diversity, social justice, and environmental sustainability as foundational to academic, campus, and community life. We work with the communities we serve toward just and fair inclusion into society in which all people can participate, prosper, and reach their full potential. We commit to equity driven decision-making, planning, and reflective processes that are responsive to the diverse identities and experiences in our community.

We seek to empower marginalized voices, nurture our many identities and social circumstances, foster cultural responsiveness, and stand against all manifestations of discrimination, including (but not limited to) those based on: ability or disability, age, pregnancy or reproductive status, body type or size, physical or mental health status, neurodiversity, ancestry, ethnicity, citizenship or immigration status, language, race or racial identity, national origin, economic status, incarceration experience, educational status, employment status, food or housing insecurity, military or veteran status, marital or partner status, gender, gender identity, gender expression, sex, sexual orientation, political affiliation, and/or religion.

Our Land Acknowledgment Statement

We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu, and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation, and genocide, the Nisenan, Maidu, and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu, and Miwok tribal neighbors and honor their sustained existence.

Letter from the President

Since earning its initial accreditation in 2004, Folsom Lake College has been proud to serve the higher education needs of residents in eastern Sacramento and western El Dorado Counties. Building on the strong foundation laid by the 2018 College Master Plan—which aligned our planning and decision-making processes—and continuing a tradition of thoughtful Facilities Master Plans dating back to 1989, we are pleased to present the 2025 Facilities Master Plan. This plan provides a clear and strategic framework to address the long-term facility needs of Folsom Lake College, including our main campus, El Dorado Center, and Rancho Cordova Center.

As you will see throughout this plan, Folsom Lake College remains deeply committed to responsible fiscal stewardship of our physical resources—resources generously supported by the taxpayers of the Los Rios Community College District. Their ongoing trust inspires us to thoughtfully plan for the future. This plan reflects the diverse and evolving needs of our institution, ensuring that we continue to develop and enhance our facilities to provide high-quality educational opportunities for our growing communities.

With enrollment expected to grow from approximately 12,000 students today to between 15,000 and 20,000 in the coming years, we are dedicated to maintaining the excellence you have come to expect from Folsom Lake College. This includes outstanding instructional programs, comprehensive student support services, and welcoming physical spaces. Each new addition will honor the original architectural vision—modern, innovative, and inviting—while celebrating the unique natural beauty of each site.

I want to extend my sincere gratitude to everyone who contributed to this important document, including the Facilities Master Plan Steering Committee and our industry partners at HGA. This plan will serve as our guiding blueprint for facility development in the years ahead, helping us fulfill our mission of strengthening communities through the power of education.

Thank you for your continued support and partnership.

Art Pimentel
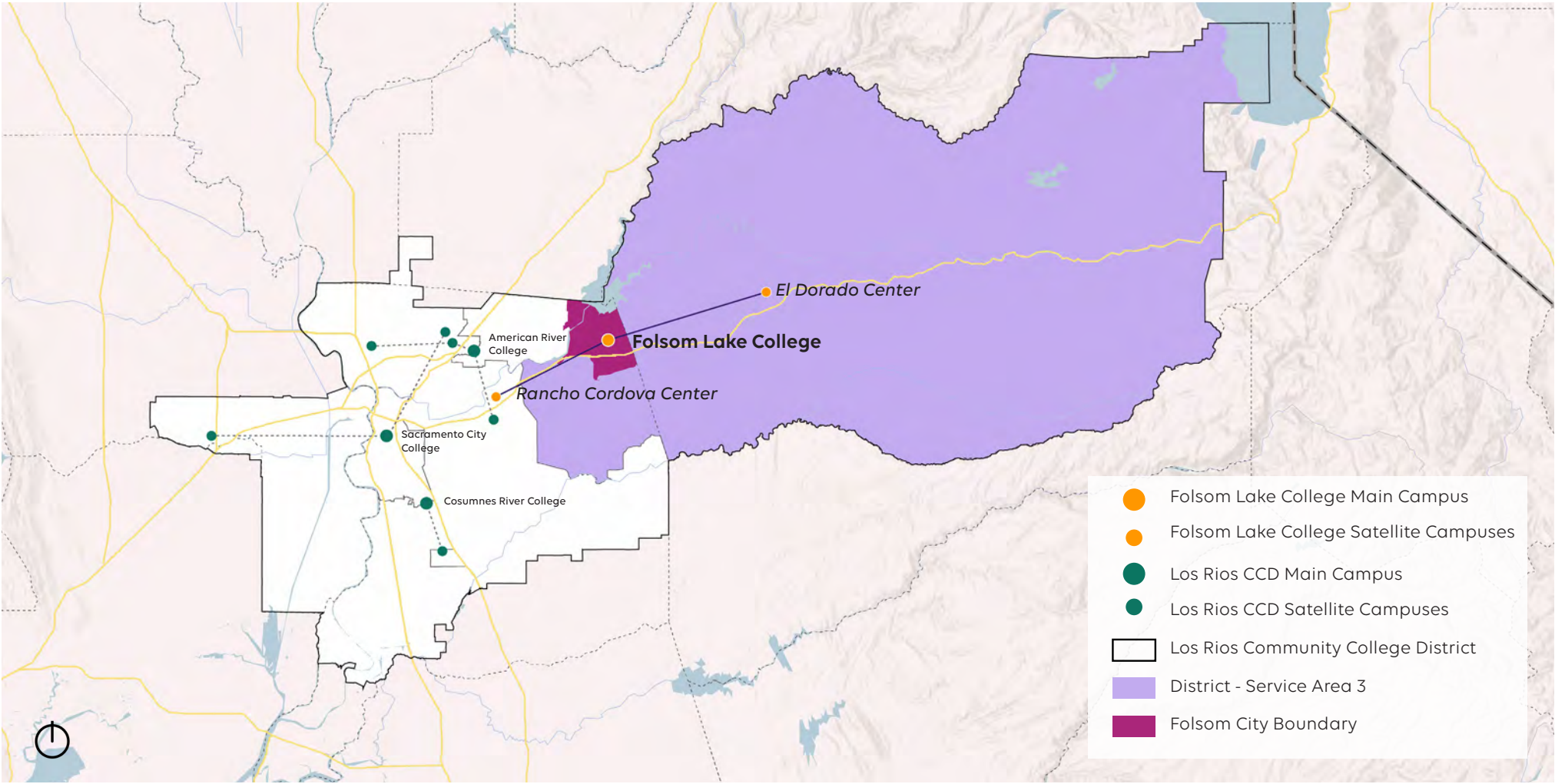*President*

Folsom Lake College Overview

Diagram of the Los Rios Community College District & District Service Areas

Location and Regional Development Context

The main campus of Folsom Lake College is strategically situated along the East Bidwell Street corridor, a designated mixed use growth area that spans from the Folsom Historic District to U.S. Route 50. This corridor is part of a larger City of Folsom planning vision that encourages medium to high density housing, integrated land uses, and multimodal transportation options to support sustainable community development.

The college's location within this evolving framework positions it as a key institutional anchor and contributor to regional vitality. The adjacency to residential and commercial growth zones presents opportunities for strengthened community relationships, joint use programming, already occurring at the Harris Center, and enhanced visibility for the college within the broader community. As housing density intensifies along East Bidwell Street, future considerations may include improved transit access, infrastructure investments, and expanded partnership opportunities.

Folsom Lake College within the Los Rios Community College District

Folsom Lake College is one of four primary institutions within the Los Rios Community College District, the second largest community college district in California, serving a broad and diverse student population across five counties. The district includes Folsom Lake College, American River College, Cosumnes River College, and Sacramento City College, with a combined mission to provide accessible, high-quality education across the greater Sacramento region.

The Los Rios District encompasses seven service areas, each corresponding to specific geographies and community needs. Folsom Lake College is located in Service Area 3, which includes the City of Folsom and the majority of El Dorado County. In addition to its main campus, Folsom Lake College operates two satellite centers—the Rancho Cordova Center and the El Dorado Center—which extend the college's academic reach and facilitate greater access to higher education in the region.

Folsom Lake College — Main Campus & Satellite Centers

Folsom Lake College | Main Campus

In 1967, the Los Rios Community College District acquired 151 acres for a future college. Folsom Lake Center began operation at the site in 1991 as part of Cosumnes River College. By 1992, it was approved as the fourth LRCCD college, offering classes from portables by 1993. Aspen Hall, the first permanent building, opened in 2001.

The campus expanded rapidly due to regional growth, now featuring over 240,000 square feet of instructional space, a large library, computer lab, student hub—the Falcon's Roost, athletic facilities, the Innovation Center Makerspace, and the Harris Center for the Arts.

Folsom Lake College | El Dorado Center

Established in the mid-1960s, Folsom Lake College's El Dorado Center initially operated from portable buildings. In response to growing demand, a permanent site was purchased in 1988, opening in 1994. Subsequent expansions included a physical education building and additional parking, culminating in full development by 2006.

Serving over 2,500 students, the center features modern science labs, a fitness center, and spaces like the Community Observatory and Sherwood Demonstration Garden. It offers comprehensive programs and is noted for architectural excellence, meeting the educational needs of the region.

Folsom Lake College | Rancho Cordova Center

For over 40 years, the Rancho Cordova Center operated at various locations before settling into its permanent site in October 2015. Situated at Mather Field Rd./Paseo Dr. and Folsom Blvd., the facility boasts over 24,000 square feet of instructional space, eight classrooms, and a student learning center with a computer lab. It's conveniently located near the Mather Field/Mills light rail station.

Serving over 2,500 students, the center acts as an educational hub for the close-knit and diverse community. It offers general education courses and English language learning, alongside targeted programs to meet local and state business needs, focusing on public sector skills.

Folsom Lake College Values

Our Vision

Folsom Lake College opens minds and doors through the power of education, inspiring all students to become socially responsible members of society.

Our Mission

Embracing knowledge, experience, equity, and innovation, Folsom Lake College enriches and empowers students to contribute to their communities.

Folsom Lake College, serving the diverse communities of eastern Sacramento and western El Dorado counties, offers educational opportunities for students to improve foundational skills, to achieve career goals, to transfer to four-year institutions, and to earn associate degrees and certificates.

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Process & Participation

Planning Process

Master Planning Process Overview

The master planning process at Folsom Lake College was a comprehensive effort, beginning with robust data collection and site observation, and advancing through a series of targeted stakeholder engagement sessions and collaborative workshops. This engaged, iterative process ensured that the final plan reflects a holistic understanding of campus needs and priorities.

Site Tour

The process commenced with an in-depth site tour led by the Folsom Lake College facilities group, focusing on campus arrival, parking availability, and pedestrian circulation, with special attention to safety around drop-off zones and athletic fields.

Periods of increased activity—such as overlapping Harris Center events and ongoing classes—were identified as drivers of higher demand on vehicular circulation and parking. Despite these surges, an overall assessment confirmed campus parking capacity is sufficient, though opportunities exist to better optimize accessible and electric vehicle parking, which is currently concentrated in one area.

Outdoor spaces, including the Environmental Staircase and the courtyard outside Aspen Hall (FL-1), were evaluated for circulation, landscaping, shade, and available seating and amenities. The master plan recommends improvements such as increased shade, expanded seating, and more informal gathering areas.

Building tours further refined the planning approach. With most facilities maintaining acceptable Facilities Condition Indexes (FCIs), emphasis shifted toward evaluating space utilization rather than physical conditions. Recent improvements to mechanical systems and the relocation of specialized STEM labs to Oak Hall (FL-6) have addressed pressing needs. The tour revealed significant opportunities to adapt existing spaces to support students, including adding study, lounge, and resource areas. Findings from the Space Utilization Study supplement master plan strategies, highlighting ways to create vibrant student hubs and improve overall space use across campus.

Data Collection

Quantitative evaluation was supported by a broad array of data provided by Folsom Lake College.

Key documents included:

- Five-Year Capital Outlay Plan
- College Strategic Plan
- Health and Safety Plan
- Equity Plan
- Technology Plan
- Existing Building and Site Plans
- Campus Space Inventory
- Cap/Load Ratios
- Facilities Condition Indexes
- Parking Counts & Service Routes
- Central Plan Upgrades
- Space Utilization Report
- Utilities Usages and Costs
- Enrollment and Staffing

This documentation served as the foundation for the master plan's recommendations. Comparison of existing square footage to current and projected enrollment, augmented by space utilization findings, revealed opportunities to foster campus community engagement through targeted space renovations. Encouraging stakeholders to spend more time on campus is a focus of the projects outlined in the master plan with an additional intent to increase student access to resources and promote meaningful connections with peers, instructors, and advisors. The master plan therefore incorporates both strategic renovation of indoor and outdoor spaces and targeted new construction to deliver cultural and affinity spaces not currently available on campus.

Engineering and Sustainability

As part of the planning process, both site engineering and sustainability served as key perspectives integrated into the development of the Facilities Master Plan. The recommendations chapter includes dedicated sustainability guidelines to inform campus development and operations. For each identified project, specific engineering considerations are addressed and referenced, with detailed information available in the appendix chapter.

Folsom Lake College is also committed to advancing sustainability throughout future renovations and new construction projects. All campus development will be aligned with district sustainability directives, with each phase seeking opportunities to improve environmental performance and integrate best practices where feasible.

Project Schedule

The district dedicated sufficient time and resources to research, engage, and iterate on master plan recommendations. The planning process began in March, 2025, continued through extensive consultation and collaboration, and concluded with a presentation to the Board of Trustees in November 2025. Approval of the master plan was formally granted in November, 2025.

Collaboration Workshops

Engagement Overview

The campus community played an integral role in shaping the master plan through a series of inclusive engagement opportunities. The process gathered input from students, faculty, and staff, including several workshops with a Steering Committee comprised of representatives of the facilities and management staff, college administration, academic and classified staff senates, and the President's Cabinet.

Separate meetings with the President's Cabinet, including an initial project kickoff, established an overarching vision for the FMP, reviewed anticipated growth and changes, and connected these to broader strategic and academic plans, including the Sustainability Plan and Educational Master Plans.

Collaboration Workshop

A core team of stakeholders participated in a series of workshops designed to establish the master plan's vision and goals. The group evaluated the previous master plan, validated completed projects, and considered remaining initiatives for inclusion. Workshop activities included review of space use from both functional and experiential perspectives, integration of findings from site tours, and synthesis of community engagement feedback.

Throughout this collaborative process, participants identified areas with the greatest need for improvement, defined missing space types, and explored opportunities for enhanced space utilization. Draft iterations of the master plan were refined through place-making and prioritization exercises, with further opportunities for participation provided in-person, via Zoom, and through digital feedback channels.

The core team ultimately endorsed a master plan reflecting the outcomes of comprehensive engagement, technical analysis, and strategic visioning—including enhanced pedestrian safety, optimized vehicular circulation, improved utilization of outdoor spaces, and the addition of specialty cultural spaces.

Workshop 1

The purpose of the first workshop was to gather the Steering Committee's insights into the existing FMP. The workshop was comprised of three activities:

• A "Circle of Purpose" exercise asked the Steering Committee to work backwards from desired outcomes of the new FMP, to imagine the behaviors and conditions that would bring them about. The exercise began with a review of the six "Critical Success Factors" in the Space Utilization Study that Steelcase had prepared with input from many of these same participants. Revisiting those Success Factors served to harness those insights while reformulating them to be directly applicable to the FMP. The exercise yielded a set of four high-level themes:

1) Match learning facilities to changing modalities and demands

2) Envision the campus as a destination

3) Facilitate intentional interactions

4) Celebrate and accommodate FLC's diverse communities.

• A "Keep, Chuck, Change, and Add" activity invited participants to comment on each of twenty projects detailed in the existing FMP and then suggest others to add. For some projects, the exercise demonstrated a clear consensus and rationale for including them in the updated FMP. For others, the commentary offered insights into the pros and cons of these initiatives as well as alternative ways of achieving the same outcomes. This new, tentative set of planning projects were then located on base plans of the campus, as an early step towards the revised FMP.

• A "Four-leaf Clover" exercise invited participants to place colored stickers on the campus map indicating which sites they associate with four activities: learning, reflecting, relaxing, and socializing. The distribution of stickers revealed spatial patterns in the social life of the campus, including spaces where all four of these qualities coexist in uniquely active and meaningful spaces. This information also informed the review of planning opportunities and priorities in the second workshop.

Student and Faculty Tabling

Campus forums, held at Falcon's Roost (FR), enabled broad participation and facilitated the collection of diverse perspectives. Through interactive boards illustrating existing campus features, stakeholders were encouraged to provide feedback and suggest future improvements. Additional displays with targeted questions allowed participants to contribute anonymously via Post-it Notes should they not wish to engage verbally.

Subsequent forums, again at Falcon's Roost (FR), invited the wider campus community to review updated master plan drafts and highlight areas for refinement. Contributions—including written notes, emojis, and direct conversations—helped further calibrate the plan's recommendations and nomenclature.

A dedicated faculty open house during Flex Week supported rich peer-to-peer dialogue, surfacing new insights and validating key elements of the draft master plan. Feedback from these sessions led to substantive updates addressing previously unmet needs. The faculty senate distributed the master plan draft to ensure widespread review and input from all faculty members, guaranteeing comprehensive representation throughout the planning process.

Data Synthesis

Between the first and second workshops, all the data gathered so far were organized according to the four themes that emerged from the initial visioning exercise. Each of those themes listed three or four opportunities to realize these visions for the campus, supported by data drawn from various stakeholder engagements. The second workshop then served to discuss, prioritize, and further define these opportunities with the Steering Committee.

Collaboration Workshops (continued)

Workshop 2: Data Review

The second workshop focused on reviewing campus insights from compiled data and translating this information into initial planning concepts. The team began by reviewing the schedule, process, and goals to align expectations and refine the criteria for success. A structured discussion centered on four key themes and related planning opportunities, serving to review supporting data with the Steering Committee, validate and further define project priorities, and deepen the team's understanding of academic and social life at FLC.

A list of 23 projects for the revised Facilities Master Plan was mapped in a composite campus plan and in five separate plans by project type: Placemaking & Way-finding, Landscape & Engagement, Re-imagine the Existing, Areas of Opportunity, and New Facility Growth. Mapping these projects prompted discussion and evaluation of their values, impacts, and priorities in specific campus locations.

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Refinement & Prioritization

Subsequent workshops focused on refining master plan options. Three options for how to address the future of Folsom Lake College's physical space were presented for consideration. Desirable aspects from each option that best support the College's Mission and Strategic Plan became apparent. The group discussed priorities and ultimately identified the top projects to include in the final master plan and their prioritization.

List of Participants

Folsom Lake College Master Plan Update
2025 Steering Committee

Art Pimentel
President

Dan McKechnie
Vice President, Administration

Greg McCormac
Vice President, Instruction

Kaitlyn Baumgartner-Lee
Vice President, Student Services

Missy Williams
Director of Administrative Services

Lorilie Pitts
Co-Chair of Budget and Facilities Planning Committee

Danny Siegfried
Chair, Curriculum Committee

Tony Humphries
Student Life Supervisor

Wayne Jensen
Academic Senate President

Joyce Heiland
Classified Senate President

Lisceth Brazil-Cruz
Dean of Equity and Institutional Effectiveness

Karla Lozano
Administrative Assistant, President's Office

Zack Dowell
Folsom Lake College Faculty

Dr. Tamara C Cheshire
Professor and Ethnic Studies Department Chair

Jae Anderson
Administrative Assistant to the Vice President of Administration

Pablo Manzo
Associate Vice Chancellor, Facilities Manager

Joe Meyer
Los Rios Community College District Facilities Management Planning Director

Master Planning Team

HGA

Space Utilization Consultant

SteelCase Applied Research + Consulting

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Existing Conditions

Overview

Aerial view of Folsom Lake College's main campus in Folsom, California

The existing conditions chapter offers a thorough look at both the history and present-day landscape of Folsom Lake College. It opens with an aerial view that gives readers an immediate sense of the campus's scale, layout, parking, green spaces, and overall accessibility. A timeline and illustrative plan trace campus growth and development over the years. The chapter details each building's size, occupants, and condition, supported by diagrams that show space use and open area distribution. It highlights the role of pedestrian and vehicle pathways, as well as campus topography—important factors for accessibility and future construction, especially on sloped sites.

Building on this, the chapter reviews key goals from the Institutional Strategic Plan and clarifies how the master plan addresses these priorities. Community input is showcased through a summary of the recent campus forum. The chapter then analyzes findings from the December 2024 Space Utilization Study, comparing available space to demand using Cap/Load metrics from the California Community Colleges Chancellor's Office, helping quantify how well the campus meets the needs of students, faculty, and staff. The Campus Experience Study— presented within the Utilization Study—offers additional insights into campus perceptions and preferred use patterns, based on feedback from the college community.

Existing Campus
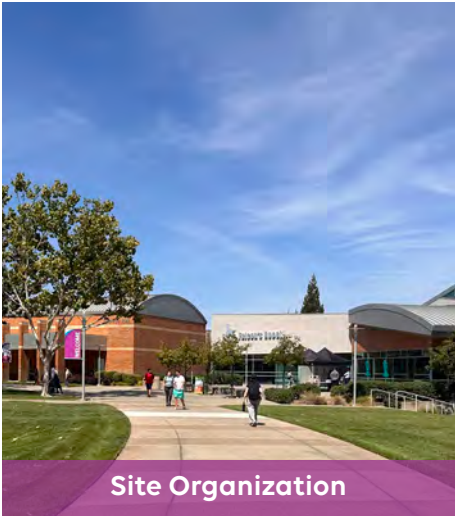
Site Organization

Circulation

Architectural Character

Open Space

Aspen Hall serves as the focal point, surrounded by instructional buildings and student facilities arranged in concentric circles that follow the site's natural landscape. The lower levels accommodate parking, athletic fields, and wetlands, offering potential for outdoor educational use.
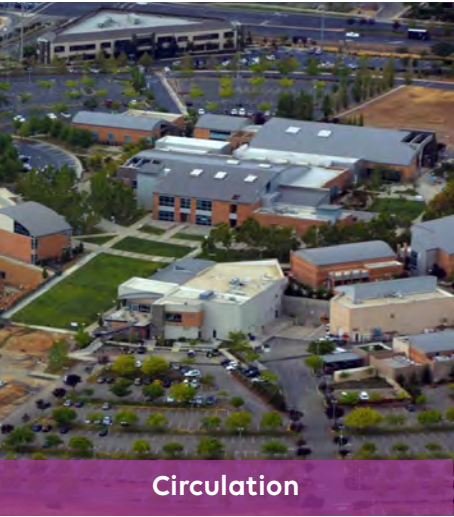
Vehicular entry is facilitated via Scholar Way and East Bidwell Street, linking to College Parkway, the main access road. This road leads to organized parking areas with radial drive aisles and walkways that connect seamlessly to the campus core.

The architectural style integrates natural materials—stone, brick, and wood—with metal and glass, creating a seamless blend of nature and technology. Curved rooflines highlight the site's natural contours, enhancing the visual connection to the landscape.

The campus offers diverse outdoor spaces featuring concrete, brick, and stone elements. These areas are designed to support a variety of activities, including study sessions, events, and social gatherings, enhancing the campus experience.

Campus Development & Timeline

Phasing of Campus Growth and Spatial Organization

Folsom Lake College's campus development began with the opening of Aspen Hall in 2001, which established the institutional core and set the foundation for a concentric growth pattern. Between 2001 and 2005, the first academic ring was completed with the addition of Cypress Hall and Buckeye Hall, further reinforcing Aspen Hall's role as the heart of campus.

From 2006 to 2009, the campus expanded outward to form a second ring of development, marked by the construction of Lilac Hall, D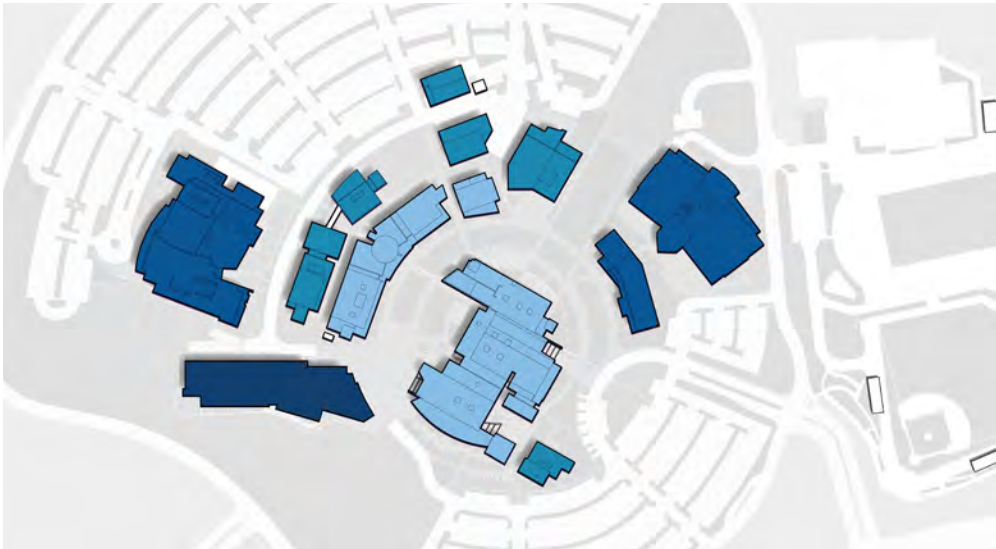ogwood Hall, Campus Services, Falcon's Roost, and the College Administration Building. The period between 2010 and 2015 marked a significant eastward expansion, completing the second ring and initiating a third with the construction of the Physical Education facility, the Harris Center for the Arts, and the campus Gymnasium. The most recent addition to campus, Oak Hall, opened in the fall of 2025.

Oak Hall's primary entrance and public frontage face inward toward the campus core, extending activity from the inner-most ring while its east to west building orientation introduces a slight variation from the prevailing building layouts on campus.

Development Key

- 2001 - 2005
- 2010 - 2015
- 2006 - 2009
- 2025

Campus Timeline

1967
The Los Rios Community College District acquired a 151-acre parcel of land to be preserved for a future college.

1991
FLC began operating as a center of Cosumnes River College.

1992
FLC gets approved as the fourth college in the Los Rios District.

1993
Classes first offered at the FLC campus.

1994
First permanent facility, Aspen Hall (Fl-1) opens for classes at the El Dorado Center.

1997
FLC Master Plan Adopted

2001
First permanent facility open for classes at the FLC campus.

2002
FLC Master Plan Adopted

2004
FLC received accreditation as the fourth college in the Los Rios District.

2005
Second phase of buildings completed at the FLC campus.

2008
Physical education building completed at the FLC Campus.

2010
Harris Center for the Arts, an 80,000 square foot regional arts center opened at the FLC campus.

2013
FLC Athletics Complex and Gymnasium grand opening.

2015
First permanent facility open for classes at the Rancho Cordova Center.

2018
Folsom Lake College Facilities Master Plan released

2025
Oak Hall opens

Existing Facilities

Existing facilities at Folsom Lake College were constructed between 2001 and 2025. There are currently 12 buildings and the Athletics Complex serving the student population. Due to the relative age of the campus, the facilities are in good condition. Renovation needs relate to maintaining finishes, MEP/IT maintenance and upgrades, and renovating specific spaces to address space use/utilization. Recent upgrades to the central plant made improvements to systems and added capacity.
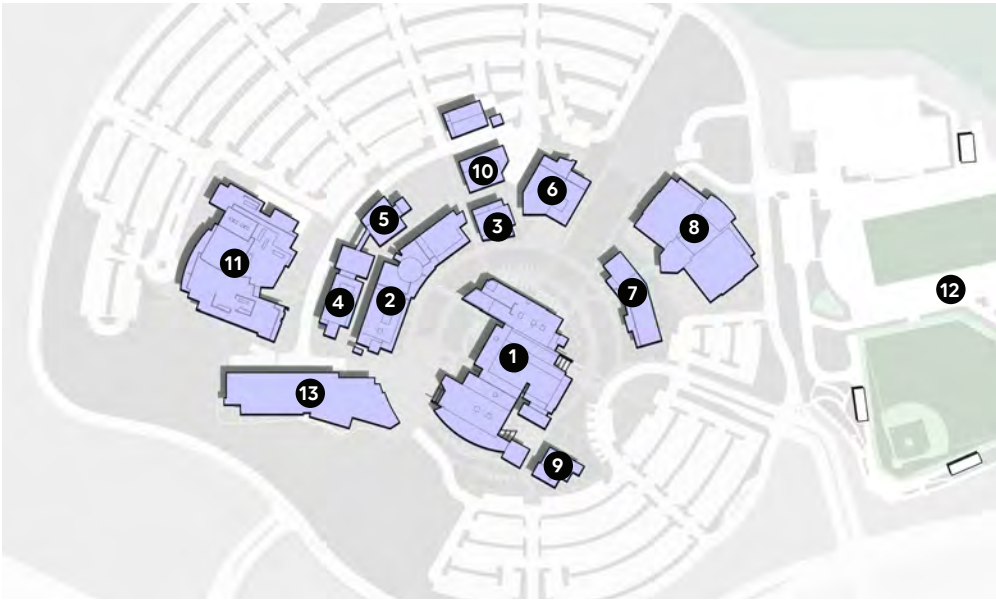
Facilities Reference Key

1. Aspen Hall (FL-1)

Year Built: 2001
ASF: 4,581
GSF: 72,417
FCI: 0.18%

2. Cypress Hall (FL-2)

Year Built: 2005
ASF:34,900
GSF: 59,973
FCI: 0.00%

3. Buckeye Hall (FL-3)

Year Built:2005
ASF: 4,059
GSF: 5,834
FCI: 0.00%

4. Dogwood Hall (FL-4)

Year Built: 2007
ASF: 13,936
GSF: 25,793
FCI: 0.11%

5. Lilac Hall (FL-5)

Year Built:2007
ASF: 13,936
GSF:26, 087
FCI: 0.00%

6.Falcon's Roost (FR)

Year Built: 2006
ASF: 22,907
GSF: 35,605
FCI: 0.11%

7. Physical Education (PE)

Year Built: 2008
ASF: 20,083
GSF: 30,313
FCI: 0.00%

8. Gymnasium (Gym)

Year Built: 2015
ASF: 3,814
GSF: 46, 640
FCI: 0.00%

9. College Administration (CA)

Year Built: 2006
ASF: 4,835
GSF: 6,177
FCI: 0.47%

10. Campus Services (CS)

Year Built: 2006
ASF: 10,207
GSF: 12,908
FCI: 0.00%

11. Harris Center of the Arts

Year Built: 2010
ASF: 58,074
GSF: 91,025
FCI: 0.00%

12. Athletics Complex

Year Built: 2013
ASF: 2,516
GSF: 3,334
FCI: 0.00%

13. Oak Hall

Year Built: 2025
ASF: 47,240
GSF: 75,200
FCI: 0.00%

Building Use

Legend:

- Student Life & Wellness
- Arts & Humanities
- Interdisciplinary / General Use
- Operations & Maintenance
- Student Support & Instruction
- Science
- Athletics
- Administrative

Building Use Categories and Distribution

Folsom Lake College's built environment supports a diverse range of functions, categorized into eight primary building use types: Sciences, Arts and Humanities, Interdisciplinary and General Use, Student Life and Wellness, Student Support, Administrative, Athletics, and Operations and Maintenance. Analyzing the distribution of these space types reveals that academic activity is heavily concentrated on the western side of Aspen Hall, particularly in buildings such as Buckeye, Cypress, and Dogwood Halls. In contrast, Student Life and Wellness facilities, as well as Athletics, occupy more prominent locations to the north and east of Aspen Hall.

Aspen Hall functions as a central hub, integrating student support services, general academic classrooms, and the campus library under one roof. This positioning reinforces its role as both a physical and programmatic anchor for campus life. Operations and Maintenance uses are intentionally tucked away behind academic and student-focused areas, appropriately situated in a back of house configuration that supports, but does not interfere with, daily student activity.

The concentric ring model not only supports logical phasing of growth, but also creates a layered pedestrian experience that encourages movement through a clearly defined academic core. This structure allows for future buildings to reinforce campus legibility and spatial coherence by extending the established development rings in a balanced manner. The model also supports the integration of landscape features and public spaces that serve as buffers and connectors between programmatic zones.

As the college looks ahead to future expansion, understanding the spatial relationships between building uses will be critical for aligning academic program needs with physical infrastructure. Opportunities exist to introduce more interdisciplinary and flexible learning environments closer to the core, while reinforcing areas of student life, wellness, and athletics with improved adjacencies and enhanced outdoor amenities. Strategic infill and targeted redevelopment could further strengthen the spatial clarity and operational efficiency of the campus layout.

Facility Occupancy

Aspen Hall (FL 1)

- Admissions & Records
- Connect for Success Lab (FL1-107)
- Center for Excellence (FL1-108)
- Community Room (FL1-20)
- Counseling
- Financial Aid
- Innovation Center/Makerspace (FL1-130)
- Library
- Equity Center
- Welcome & Student Success Center
- Classrooms

Cypress Hall (FL 2)

- Faculty Offices
- Reading & Writing Center (FL2-239)
- Science Labs
- SOAR Central (FL2-238)
- Tutoring Center (FL2-246)
- Classrooms

Buckeye Hall (FL 3)

- Conference Room (FL3-165)
- Large Lecture Hall (FL3-173)

Dogwood Hall (FL 4)

- Early Childhood Education Lab
- Electronic Arts Lab
- Classrooms

Lilac Hall (FL 5)

- Computer Lab
- Geography Information
- Interdisciplinary Classrooms
- Systems (GIS) Lab

Falcon's Roost (FR)

- Associated Students (FR-106)
- Cafeteria
- Career & Transfer Center (FR-115)
- College Police
- College Store
- Java City & Coffee Cart
- Peregrine Room (FR-240)
- Student Life (FR-108)
- Student Health

Physical Education (PE)

- Dance Studio (PE-203)
- Circuit/Cardio Room
- Student Athlete Success Center (PE-112)
- Veterans Success Center (PE-119)
- Weight Room

Gymnasium (Gym)

- Athletic Training
- Practice Gym
- Spectator Gym

College Administration (CA)

- Business Services
- College Administration Offices
- Public Information Services

Harris Center of the Arts

- Bank of America Gallery
- Ensemble and Practice Rooms
- Faculty Offices
- Recording Studio
- Stage 1, 2, and 3
- Theater Support Rooms
- Classrooms

Campus Services (CS)

- Custodial
- Maintenance
- Printing/Mail
- Receiving

Athletics Complex

- Baseball Field
- Cross Country Course
- Interpretive Trail
- Soccer Field
- Softball Field
- Tennis Courts
- Track and Field Complex

Oak Hall (FL 6)

- Six Biology labs
- Six Chemistry Labs
- Science Center
- Classrooms
- Large Lecture Hall

Campus Open Space

Legend:
- Natomas Ditch
- Trails Network
- Gateway Landscaping
- Hardscape
- Formal Campus Open Space
- Lawn
- Athletic Fields
- Athletic Courts and Tracks
- Parking Landscaping
- Informal Campus Edge Landscaping
- Informal Periphery Open Space
- Wetlands

currently underutilized. These lawns hold significant potential to enhance campus life through the addition of thoughtful site furnishings, shade structures, and electrical infrastructure that would support informal gatherings and special events.

Informal Open Spaces and Natural Systems

Informal open spaces on campus are primarily concentrated in two areas. The first is located along East Bidwell Street and the western edge of the college property. While this zone includes trail infrastructure and transitional green space, it often lacks a clear campus identity and visual connection to the core areas inside the College Parkway loop. The second informal zone, however, presents a distinctive opportunity for ecological integration. A permanent wetland located north of the Natomas Ditch defines this space, offering both passive and programmatic potential for the campus.

This unique landscape is currently characterized by native vegetation, wildlife habitat, and existing trail systems, and has the potential to be enhanced as an environmental education and outdoor wellness resource. The area could support outdoor classrooms, quiet zones for rest and reflection, and light recreational amenities such as walking loops or fitness stations. As campuses increasingly prioritize outdoor learning, sustainability, and well-being, this space offers a low-impact, high-value opportunity to connect natural systems with the educational mission of the college.

Formal Open Space and Landscape Structure

Campus open space can generally be classified into two categories: formal open space and informal open space. Within and between these categories, a variety of other open space typologies emerge that differ in size, function, and degree of activation. Formal open spaces are defined by structured landscapes and hardscape elements, often adjacent to primary academic buildings and along key visual corridors.

Notable examples include the formal landscaping and hardscape plazas surrounding Aspen Hall, as well as the gateway plantings at the East Bidwell and College Parkway campus entrance.

Because of their intentional design and routine maintenance, surface parking lot landscapes, building edge plantings, and decorative buffer zones—such as those adjacent to the Harris Center and the spaces between the Gymnasium and the Physical Education Building—are also included in the formal category. Within the Athletics Complex, formal open space includes the track, courts, and athletic fields.

Two prominent campus lawns also fall within this category: the sloped open green located north of Aspen Hall and the lawn situated behind Cypress Hall. Both spaces are centrally located and highly visible but

Pedestrian Circulation & Movement Patterns

Legend:
- Primary corridor
- Interior
- Secondary circulation
- Path network
- Trail network

Map labels: Silberhorn Dr, Cavitt Dr, Scholar Way, College Pkwy, E Bidwell St

Primary Pedestrian Corridors

A prominent east to west linear corridor functions as the primary pedestrian route. This path begins at Parking Lot C, adjacent to the Harris Center, and extends between Lilac, Dogwood, and Cypress Halls—where most academic classrooms are located—continuing through Aspen Hall and all the way to Parking Lot A. Beyond Aspen Hall, this route transitions into a secondary, more circuitous pathway as it connects to the Athletics Fields.

Secondary Circulation and Campus Loop

Beyond the two primary corridors, secondary pedestrian circulation patterns are concentrated within the innermost concentric ring of the campus layout. This ring forms a continuous 360 degree loop around Aspen Hall and connects a number of academic and student life facilities. However, portions of this loop vary in use. The western side of campus sees more consistent pedestrian activity due to a higher concentration of academic buildings, while the eastern side experiences lighter foot traffic and supports fewer daily-use destinations.

Edges, Barriers, and Conflict Zones

Most pedestrian circulation is framed by Scholar Way, which provides protected sidewalks and pathways connecting to surrounding parking lots. However, conflicts between pedestrians and vehicles emerge as users leave the core and move toward the Athletics Fields, especially near the intersection of Cavitt Drive and College Parkway. College Parkway also introduces a break in pedestrian continuity for those seeking to access informal spaces and trail networks leading to the campus wetlands.

Arrival and Entry Movement

Pedestrian circulation on campus is largely defined by the arrival sequence of students, faculty, and staff, and how they travel from point A to point B. This movement typically begins at one of the surface parking lots located along the periphery of the campus's concentric layout and continues toward the campus core, framed by the frontages of Oak Hall, Aspen Hall, Cypress Hall, Buckeye Hall, Falcon's Roost, and the Physical Education facilities.

Parking Lots C and B are primarily used by students, while faculty, administration, and visitors tend to utilize Parking Lot A, which also includes a transit bus stop located in front of Aspen Hall. With parking areas positioned around the campus edge, pedestrian corridors are naturally reinforced by building breezeways, stairwells, and the orientation of major entries.

Vehicular Access & Circulation

Legend:
- ✳ Campus access
- ■ Daily parking permits
- ▬ Primary circulation
- ▬ Secondary circulation
- ⋯⋯ Emergency service route
- ⋯⋯ Parking lot circulation
- ▬ Public parking lot
- ▬ Back of house access

Parking Distribution and User Allocation

Staff parking is primarily located adjacent to Aspen Hall in Parking Lot A and behind Lilac Hall, Campus Services, and Falcon's Roost in Parking Lots B and C. Parking Lot A features the broadest variety of space types on campus, including visitor, staff, and accessible spaces, as well as motorcycle parking and electric vehicle charging stations. It is also home to the most immediate parking available to drivers entering from Scholar Way and includes a kiosk for daily parking permits. Additional permit machines are located in Parking Lot D and across College Parkway from Parking Lot B.

This distribution strategy aligns parking with key user groups, ensuring that students, staff, and visitors each have proximity-based access to their destinations. However, as demand continues to rise, strategic adjustments to parking assignments and availability may be warranted to improve convenience and circulation efficiency.
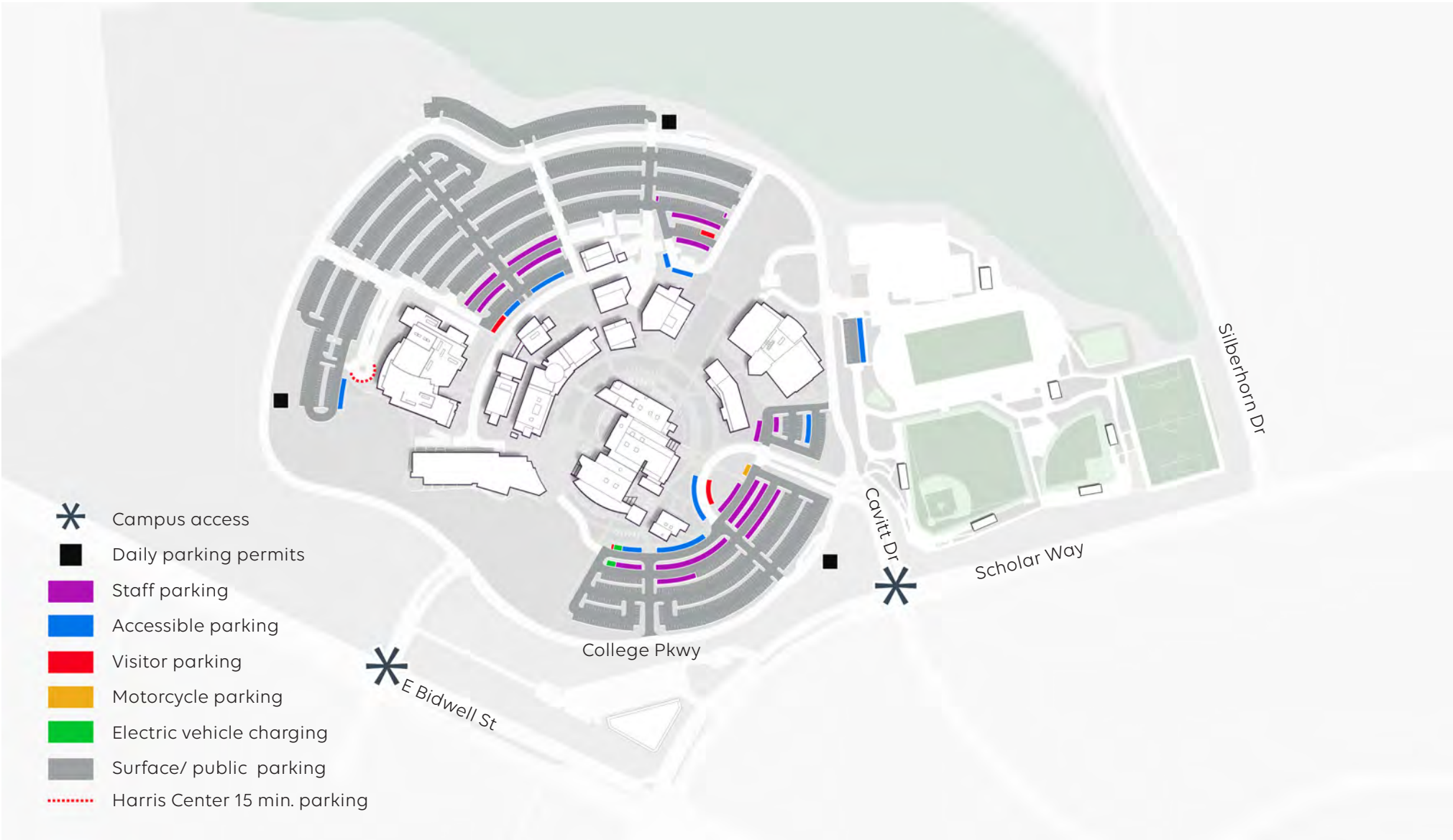
Internal Circulation and Way-finding Opportunities

The internal vehicular loop formed by College Parkway functions as the campus's primary circulation spine, linking all major parking areas, academic buildings, and facilities. This loop supports efficient movement across campus; however, enhancements to way-finding would significantly improve the user experience, particularly for first-time visitors. Improvements may include refined signage, clearer entry and exit points, and cohesive branding at key decision nodes such as intersections near the Harris Center, Aspen Hall, and the Athletics Complex visitors attending performances or athletic events. Improved clarity in routing and parking access supports both daily operations and event-based surges in traffic volume.

Primary Points of Entry and Circulation Flow

Campus vehicular circulation is defined by two primary points of entry. The first is the formal campus gateway located at East Bidwell Street and Scholar Way. This entrance leads to a T intersection at College Parkway, where drivers must choose between two directions. Turning left leads toward the Harris Center and Parking Lots B, C, and D. Turning right directs vehicles toward Parking Lot A and the Athletics Complex. The second entry point is located along Scholar Way via Cavitt Drive. This access route is most frequently used by drivers traveling to Parking Lot A, which includes a designated drop-off area in front of Aspen Hall, and by those accessing the Athletics Complex. The parking lot adjacent to the Athletics Complex is a no outlet configuration, which can lead to localized congestion during peak periods. A recurring area of conflict between vehicles and pedestrians has been observed southeast of the Gymnasium and Physical Education building along College Parkway.

Campus Parking

Legend:
- ✳ Campus access
- ■ Daily parking permits
- ▮ Staff parking
- ▮ Accessible parking
- ▮ Visitor parking
- ▮ Motorcycle parking
- ▮ Electric vehicle charging
- ▮ Surface/ public parking
- ┈┈ Harris Center 15 min. parking

Planning for Future Growth and Capacity

As enrollment increases and academic facilities continue to expand, parking strategies will need to evolve to maintain service levels and reduce congestion. This may include reconfiguring existing lots to increase capacity, introducing structured parking solutions, or reallocating underutilized areas. Long-term planning may also consider multimodal integration, such as enhanced transit connections or bicycle infrastructure, to reduce overall vehicle demand and support sustainability goals.

Proactive evaluation of vehicular access, circulation efficiency, and parking inventory will position the campus to meet future transportation demands while maintaining a safe and navigable environment for all users.

Parking Counts

Parking Lot A	527 Spaces
Parking Lot B	269 Spaces
Parking Lot C	241 Spaces
Parking Lot D	150 Spaces
Total Parking	1,587 Spaces

Campus Topography - Site Accessibility

Legend:
- 0 - 5% slope (accessible)
- 5.01 - 8.33% slope (ramp required)
- > 8.33% slope (not accessible)
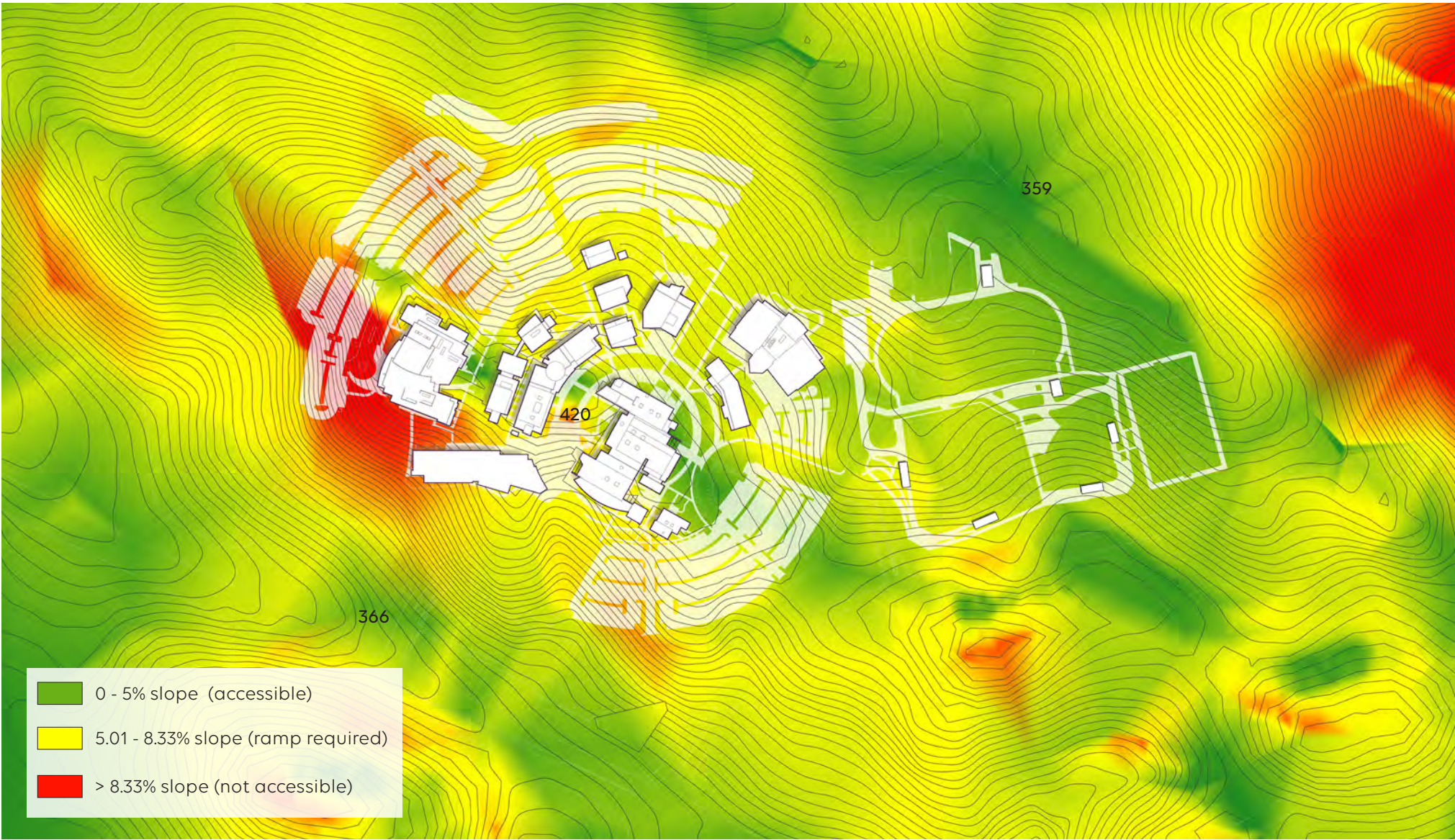
Pedestrian Accessibility and Slope Conditions

Because of the campus's layout, with parking lots and access points located at lower elevations and academic facilities concentrated on the knoll, pedestrian access and circulation are critical design considerations. These conditions influence the identification of ADA compliant routes and the overall comfort and ease of pedestrian movement.

Slopes within the campus core, particularly east of Aspen Hall, are generally gradual and conducive to accessible circulation. In contrast, steeper slopes appear on the southern portion of campus, especially west of the Harris Center and near the newly constructed Oak Hall, where gradients often exceed 8.33 percent.

As the campus continues to grow, areas north and south of Aspen Hall may require targeted design strategies to maintain accessibility. These transitional zones, with slopes between 5.01 percent and 8.33 percent, may benefit from future ramping interventions or stepped pathways depending on development direction and evolving pedestrian patterns.

A Landscape Defined by Elevation

Topography is a defining element of Folsom Lake College's physical identity, expressed most prominently through a central knoll that serves as the primary siting area for academic facilities and key campus activity nodes. This elevated landform reinforces the college's concentric campus organization, with major academic buildings such as Aspen Hall located at higher elevations, while surface parking lots, athletic fields, and a permanent wetland occupy the surrounding lower elevations.

Elevation Ranges and Terrain Variation

The campus core, bounded by College Parkway and anchored by Oak, Aspen, and Cypress Halls, sits at the highest elevation, ranging from 420 to 424 feet. In contrast, the main campus entry at East Bidwell Street and Scholar Way lies at approximately 366 feet. The lowest elevation, around 359 feet, occurs within the wetland area north of the Natomas Ditch. In total, the site presents an elevation change of approximately 65 feet, creating a distinct terrain hierarchy that shapes access, visibility, and drainage patterns across the campus.

Campus Topography - Construction Feasibility

359

420

Legend:
- Protected Wetlands Zone
- 0 - 4.99 % slope (Preferred Buidable Area)
- 5% - 15% Slope (Buidable with Potential Constraints)
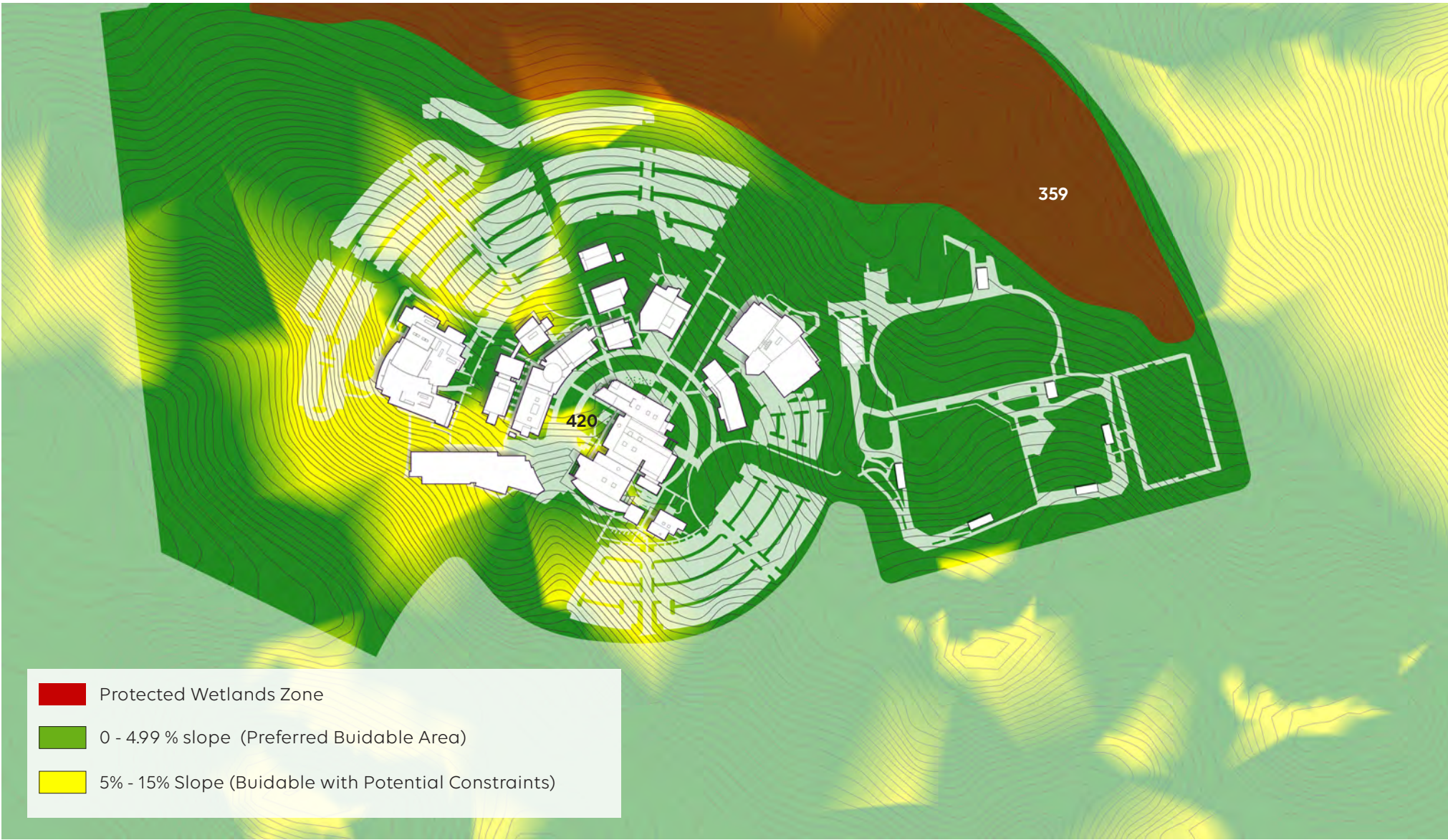
Buildability Based on Slope Thresholds

The diagram (left) identifies slope thresholds across the campus related to development feasibility. The majority of the main campus features slopes between 0 percent and 5 percent, which are considered ideal for construction due to minimal sitework requirements and natural compliance with accessibility standards. The western portion of the site, where slopes range from 5 percent to 15 percent, remains moderately buildable but may require additional grading strategies, retaining walls, or adapted foundation systems.

Notably, the campus contains no areas with slopes exceeding 25 percent—thresholds that typically indicate highly constrained or unbuildable conditions. This absence of extreme topographic barriers allows for a broader range of site planning options, particularly for infill development, open space expansion, or circulation upgrades.

The northernmost section of the campus comprises protected wetlands subject to environmental restrictions. This area should be excluded from all future facility development considerations.

Institutional Strategic Plan

The current strategic plan for Folsom Lake College identified four key priorities:

• Community Engagement
• High Quality Education
• Innovation and Technology
• Student Engagement

These priorities are driven by the recurrent themes of equity, diversity, and inclusion; health and safety; the Harris Center; and the El Dorado and Rancho Cordova Centers because they all focus on Folsom Lake College's main priority: Student Success.

This Campus Master plan takes the Colleges strategic planning priorities into account. In the Framework, Chapter 3 each project is linked back to these priorities in addition to feedback obtained through engagement during the master planning process.

Community Engagement

Community Engagement is important because Folsom Lake College is a community college; at its core, Folsom Lake College exists to serve the needs of the community.

High Quality Education

Folsom Lake College's Mission Statement emphasizes the importance of high quality education.

Innovation and Technology

Folsom Lake College values technology-enabled creativity and innovation. Students should have access to technology to support their studies and to prepare them to engage as citizens in a technology rich world.

Student Engagement

Folsom Lake College's Mission Statement underscores the importance of student engagement. Focus on student engagement presumes that students who are more engaged in their college community and its connections to the larger community are more invested in their education and therefore persist and succeed at higher rates.

10-Year Goals and Indicators of Success from College Master Plan 2015-2025

Community Engagement

- **Increase outreach to traditionally marginalized and disproportionately impacted students.** Indicators of success include decreasing the performance gap and increasing admission of traditionally marginalized and disproportionately impacted students.

- **Strategically respond to industry needs for workforce training programs.** Indicators of success include increasing job placement rates, CTE Program Development, and CTE Faculty Development. Increase FLC's presence in the community. Indicators of success include increasing community awareness and participation from all stakeholders.

- **Establish a diverse, reliable, sustainable and larger funding stream to support Harris Center operations and to maximize its impact on the college and community.** Indicators of success include increasing patron retention and persistence, expanding volunteer involvement in Harris Center activities, marketing more robustly the Harris Center.

High Quality Education

- **Reduce the performance gap between student subgroups.** Indicators of success include having a performance gap that is the smallest in LRCCD.

- **Achieve highest course success rates in LRCCD.** Indicators of success include having success rates in the top 10% statewide.

- **Achieve fastest basic skills students' time to college-level coursework in LRCCD.** Indicators of success include being in the top 10% statewide.

- **Achieve highest degree and certificate award rate and program completion in LRCCD.** Indicators of success include being in the top 10% statewide.

- **Offer student-focused and student-led real world learning experiences.** Indicators of success include acting on recommendations from student focus groups.

- **Provide a well-rounded, holistic education.** Indicators of success include creating and using strategies from surveys conducted by Matriculation and Student Success to meet student needs and college expectations.

- **Use Harris Center, Makerspace, and other unique assets to provide interdisciplinary learning experiences.** Indicators of success include using Harris Center offerings to contribute to student learning.

Innovation and Technology

- **Develop institutional capacity for innovation.** Indicators of Success include having nimble and responsive college processes to support innovation.

- **Use innovation and technology across disciplines.** Indicators of Success include demonstrating evidence of innovation and technology embedded in curriculum across all disciplines.

- **Provide accessible, current, and updatable technology.** Indicators of Success include being able to access and to use current technology to support student success.

- **Offer student-focused and student-led real world learning experiences.** Indicators of Success include having established partnerships with local and regional industries.

Student Engagement

- **Improve overall student engagement and participation.** Indicators of success include increasing participation rates of students in student activities and increasing percentages of students taking a full-time load by 5%.

- **Improve student learning, achievement, and retention.** Indicators of success include increasing student retention by 10% and finding high school students and parents are informed about different paths available.

- **Improve utilization of services and programs to encourage student engagement both within and beyond the college.** Indicators of success include increasing participation in student support / peer mentoring programs from X% to Y% (establish baseline, and then determine X and Y.)

- **Leverage the Harris Center for engaging students.** Indicators of success include securing funds for Harris Center activities and increasing student involvement in Harris Center activities.

Campus Forum

The planning team effectively engaged stakeholders on the Draft Facilities Master Plan through two on-site forums. These sessions provided a collaborative space for faculty and students to share their unique insights. The first forum focused on faculty members, while the second engaged students, both groups being integral to the campus's success.

The forums were visually and interactively designed to convey the comprehensive campus plan, highlighting essential focus areas and visual precedents. Interactive boards prompted participants with specific questions to gather detailed feedback, ensuring the planning process was inclusive and informative. These forums have been critical in gathering input to refine the Facilities Master Plan effectively. Outlined below are key takeaways from these discussions.

Planning team engaging with forum participant.

Engagement board used during forums displaying proposed designs.

Faculty Forum

Key Takeaways

- The proposed updates to the Great Lawn and its surroundings were favorably received.

- There is continued support for locating the new main building next to Oak Hall, with no issues regarding its orientation.

- Parking accessibility near Oak Hall and the new construction was mentioned as a concern due to its perceived distance.

- There is a significant demand for more student spaces, particularly for studying and socializing in key library areas due to overcrowding.

- An increase in usable, shaded outdoor spaces is sought.

- Specific discipline-related feedback highlights a need to optimize campus space allocation, focusing on teaching labs facing enrollment limits, with some concerns about the distribution of faculty and programs across buildings.

Student Forum

Key Takeaways

- Dance Arbor was well-received concept and an appreciation for the potential of outdoor classroom use.

- Maintaining the Environmental Staircase Great Lawn is favored but some feel the outdoor spaces are too formal. There was encouragement for more native plants and shaded outdoor areas.

- There is a desire to make the campus feel fuller and more attractive and suggestions to incorporate modular and customizable spaces that foster student are and expression was given.

- Parking remains a concern, particularly near Oak Hall and the amount of ADA Spaces

- Improvements in pedestrian safety around the athletic fields was well-received.

Campus Space Utilization Study

Folsom Lake College commissioned a Campus Space Utilization Study. Final published December 2024. The study articulated a strategic intent, conducted a survey and situational scan, provided insights into the data gathered and in-person engagement, outlined design consider- ations and principles, and developed scenarios to address findings.

This study posed a "Central Question" to set the intent of the study - clarify goals and set direction:

How might we inspire a diverse body of Students to achieve their goals and contribute to their communities through an inclu- sive, equitable education while simultaneously providing oppor- tunities to learn, work and connect in new and creative ways?

The goals of the study were to:

Explore how FLC Faculty and Classified Professionals work, model a range of flexible working solutions and determine the appropriate direction for the future workplace for each group.

Explore classroom usage patterns and the associated demand, model a range of scenarios and provide input into current classroom design options.

Utilize the results of this study to update and evolve the Facilities Master Plan.

Key Insights

Key insights reflect a synthesis of the data gathering during the course of the study.

1. Building Community

Since the decline of COVID, more and more Students are returning to campus for on-ground instruction. While the modality presently hovers at 50% on-ground and 50% online, there is a genuine desire from Leaders, Students, most Faculty and Classified Professionals to bring more people to the campus to build community.

There is an opportunity for the campus to become a magnate to draw people together to learn, to serve, and to connect with each other both online and on-ground. This requires focused interven- tion to create an energetic and vibrant experience at all levels through activities, the arts, robust services, and well-rounded learning opportunities that can only come from people interacting with people.

2. Enriching the Student Experience

Focusing on Students is the heartbeat of FLC. This is evident in discus- sions with Leaders, Faculty, and Classified Professionals. Substantial effort goes into supporting and teaching a diverse body of Students to ensure their success.

Students believe their experience would be enriched by resolving issues around connections to Student Services and Faculty. Strengthening these connections will create a positive impact on their ability to enter the workforce at large as educated caring members of society.

3. Driving Positively Toward the Future

FLC has a history of accommodating growth and providing great student experiences. As this expansion continues, it is natural to experience growing pains. Interactions with key stakeholders in the study have surfaced opportunities for process improvement in Instructional Services, Student Services and Technology support. Acknowledging these growing pains is the first step toward resolving them.

4. Believing Space Matters

Place is the most visible artifact of culture. Space is a tool to shape behavior and an expression of a forward-leaning culture. As the youngest campus in the Los Rios District, FLC has bene- fited from a cohesive and intentional approach to the design of the Campus experience. The opportunity exists to further enhance the Falcontude culture through evolving key aspects of the environment.

Campus Space Utilization Study

Space Availability

The results of the Space Utilization Study indicate excess space at Folsom Lake College. Options for addressing excess space typical fall into three categories - eliminating excess space, re-purposing excess space, or a combination of both. Office space is one area the study reported on, emphasizing the desire for community connections in the workplace and encouraging additional study into how to ensure office space use is maximized.

In-depth Study of Classrooms

- *There has been a significant shift in modalities between 2018 and 2024; on-ground instruction has shifted from the upper 70% range to the low 50% range and there does not appear to be a catalyst to change the current levels of modality.*

- *The number of Lecture and Lab classrooms has remained unchanged between 2019 and 2024, however a new science building will open in 2025 which will increase the net number of Labs significantly.*

- *Ideal long-term modality mix varied but when the statistics from the 2 workshop teams were averaged the result was on-ground 55% and online 45% which is similar to the Fall 2024 Weekly Enrollment Census statistics report where Section data indicates on-ground 49.2% and online 50.8%.*

- *Student success by modality generally indicates that on-ground has higher success rates than online, however there are notable differences between student demographics when it comes to on-ground and Partially Online Under 50% (mostly in-person) vs other instructional methods.*

Findings for Lecture Rooms

- *Based on the shift in modality the demand for Lecture rooms and utilization have significantly declined from 2018 and 2024.*

- *Monday – Sunday average utilization is 19.1%*

- *Monday - Thursday average utilization is 30.2%*

- *Utilization levels for Friday, Saturday and Sunday are all low – Friday 13.1%, Saturday 0% and Sunday 0%.*

- *Peak utilization tends to be in earlier in the daytime hours of 9am – 2pm.*

- *Excess capacity is indicated for lecture rooms regardless of the combination of course days and hours considered*

Findings for Lab Rooms

- *Based on the shift in modality the demand for Lab rooms and utilization have slightly declined from 2018 and 2024.*

- *Monday - Sunday average utilization is 37.9%.*

- *Monday - Thursday average utilization 60.9%.*

- *Utilization levels for Friday, Saturday and Sunday are all low – Friday 21.4%, Saturday 0% and Sunday 0%.*

- *Peak utilization tends to be throughout the daytime hours of 10am – 4pm and even the other time slots have significant utilization*

Cap / Loads

The California Community Colleges Chancellor's Office formulate a capacity/load analysis for every campus. This analysis measures the quantity of square feet on a campus in five categories (lecture; teaching lab; office; library; AV/TV) against the number of students and faculty currently on campus and projected future growth. The cap/load for Folsom Lake College aligns with the Space Utilization Study.

Proportion of Measured Spaces

Pie chart: AV / TV 2%, Library 12%, Office 25%, Lab 46%, Lecture 15%

Current Cap / Load

Bar chart (Current Cap / Load) with categories Lecture 302%, Lab 258%, Office 143%, Library 98%, AV/TV 44%. Legend: Calculated Need, Campus Capacity.
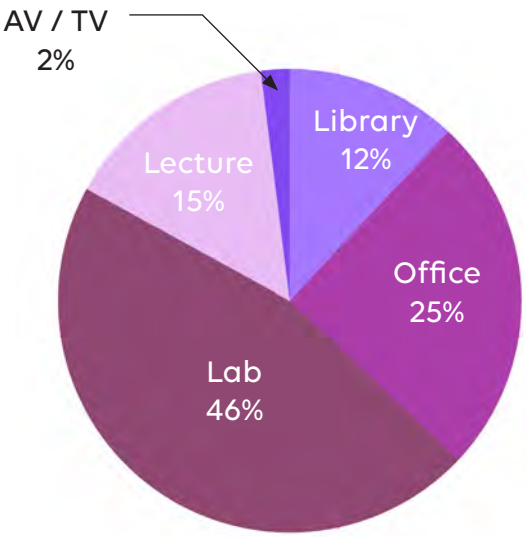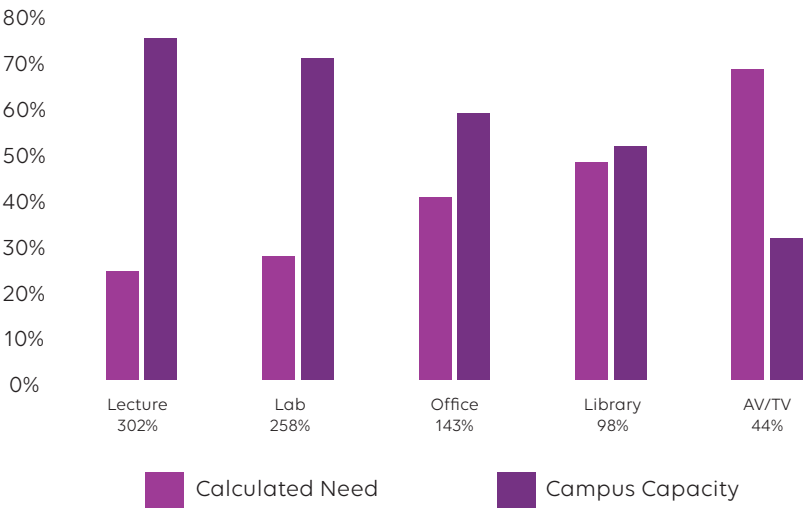
Campus Space Utilization Study

Guidelines

The Space Utilization Study outlines 5 primary guidelines. They provide a lens for the design of new environments on campus.

1. Encourage College Community

How might we create a vibrant community which positively strengthens the culture of FLC?

2. Foster a Culture of Continuous Learning

How might we promote a culture of continuous learning to share knowledge, experiences, best practices across FLC and support professional development and student success?

3. Create Inspiring Experiences

How might we create inspiring experiences across the Campus to enhance learning, attract + develop Students and Employees, and promote Student success?

4. Enable Choice + Control

How might we provide an optimized experience and a range of flexible settings that allow Students, Faculty and Classified Professionals to choose the best places in support of their study and work?

5. Integrate Digital + Physical (Dual Modality)

How might we provide a consistent and seamless experience that connects Students, Faculty and Classified professionals to their learning, teaching and administrative activities whether in person or online?

Campus Experience Survey

The Space Utilization Study included a survey component that polled students, faculty and classified professionals. The survey was conducted from September 3rd to 27th, 2024 and its objective was to understand perspectives and experiences on-campus, in classrooms, and online. These groups responded to the surveys as follows:

Students
The invitation was sent to all FLC Students, of which 275 responses were received, representing sufficient responses for the data to be usable.

Faculty
31.2% response rate (102 of 327 Faculty responded).

Classified Professionals
23.7% response rate (94 of 396 Classified Professionals responded)

The survey findings included capturing satisfaction levels with on-campus, in-classroom, and online experience, highlighted demographic anomalies, and provided detailed survey results by sub-sections of respondents. The consolidated survey results to the right are based on a 1 - 4 scale with 4 being the highest.

Satisfaction with Experience
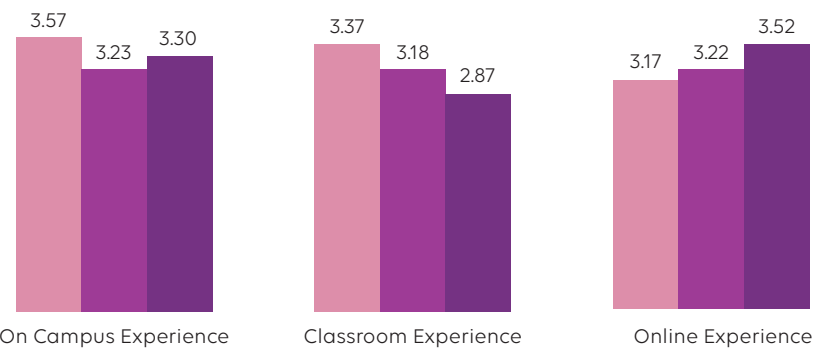
Satisfaction levels with the on-campus, in-classroom, and online experience was high overall.

Time Spent in Different Locations
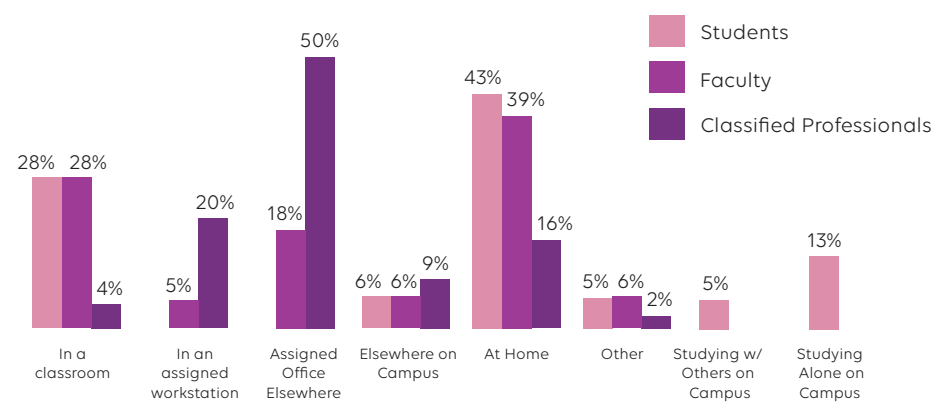
Classified Professionals spent the largest portion of their time on campus (83%) compared with Faculty (57%) and Students (52%). When on campus, Classified Professionals spent the majority of their time in an assigned office or workstation (84% of campus time), whereas Students and Faculty spent the majority of their time in a classroom (54% and 49% of campus time).

Time Spent in Work Modes
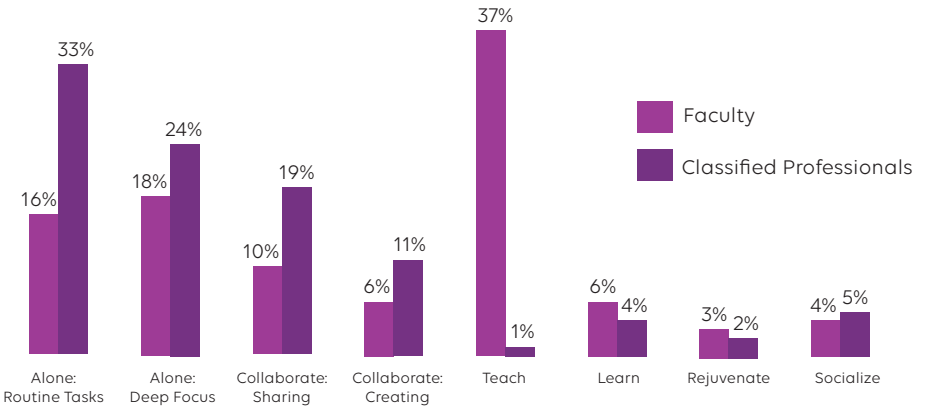
Faculty spent 37% of their time teaching and 34% working alone on routine tasks or doing deep-focused work. Also, 20% of Faculty time is spent in some form of collaboration or socializing. Classified Professionals Classified Professionals spent 57% of their time working alone, and 35% collaborating or socializing.

Campus Space Utilization Study

Campus Experience Survey   Key Findings

Students	Faculty	Classified Professionals
• Four of the top five reasons to come to the campus are to fulfill class requirements, connect with professors, the vibrant learning environment, and to access tools and technology. • 40% of respondents were not "highly satisfied" with the "on-campus experience," 40% of respondents were not "highly satisfied with the "in-classroom experience", and 58% were not "highly satisfied" with the "online experience". • 69% of respondents do not "completely agree" that classrooms support a blend of in person and online learning. • 52% of Student time is spent on campus and of this time 54% is spent in a classroom, and 46% is spent other places on campus.	• Four of the top five primary reasons to come to campus are connection with and visibility to Students, being part of a community and the vibrant and inspiring environment. • 59% of respondents were not "highly satisfied" with the "on-campus experience", 62% were not "highly satisfied" with "in-classroom experience", and 56% were not "highly satisfied" with the "online experience". • 94% of respondents do not "completely agree" that classrooms support a blend of in person and online learning. • 34% of Faculty time is spent working Alone, either on Routine Tasks or Deep Focus. • 23% of Faculty time is spent on campus in an assigned workspace, and an additional 28% of their time is spent in a classroom. • 23% of Faculty time is spent teaching.	• Four of the top 5 primary reasons to come to campus are connecting to Students and peers, being part of a community and the vibrant and inspiring environment. • 53% of respondents were not "highly satisfied" with the "on-campus" experience, and 39% were not "highly satisfied" with the "online experience". • 57% of Classified Professional's time during the day is spent working Alone, either on Routine Tasks or Deep Focus. • 70% of time is spent in an assigned office or workstation.

3

Framework

Overview

The master plan establishes a comprehensive framework aimed at optimizing the physical spaces across campus to enhance student outcomes. Additionally, it aims to enrich the overall campus experience for the entire community, including those who utilize shared facilities like the Harris Center and athletic fields.

From the outset of planning, a collective vision and set of desired outcomes were developed to guide the master plan. These foundational elements directed the planning efforts and informed the creation of the final deliverable. Below outlines that Master Plan Vision that was crafted during the planning process.

Master Plan Vision

The **Folsom Lake College Master Plan** will **create a physical space network that inspires**—embracing **knowledge, experience,** and **equity** by planning environments that encourage **intentional interactions.** It will facilitate **cross-disciplinary connections** and foster **student engagement** and **community building,** while supporting **evolving learning modalities** and celebrating **the rich history and diversity** of Folsom Lake College.

Key Areas of Improvement

The primary areas identified for improvement include:

Enhanced Pedestrian Safety
Initiatives to ensure the well-being of pedestrians throughout the campus.

Increased Use of Outdoor Spaces
Encouraging greater engagement with outdoor areas to enrich the campus environment.

Crafting a Welcoming Entrance
Designing an intentional sense of arrival that defines the campus experience from the moment of entry.

Optimized Space Utilization
Implementing targeted renovations to maximize the efficiency and functionality of existing spaces.

Priority Projects

Through an iterative process, the planning team collaborated closely with Folsom Lake College stakeholders to identify the top four priority projects for the master plan. Each priority project is explored in greater detail in Chapter 5: Recommendations.

1. Proposed Instructional Building

Support academic programs with specialized teaching labs and additional student support.

3. Enhanced Connection to Athletics Complex

Improve pedestrian way-finding and safety while maintaining traffic flow at the perimeter of campus.

2. Aspen Hall (FL-1) Renovation

Provide additional student services and support space as well as formal and informal student collaboration areas

4. Cultural Center + Outdoor Classroom

Anchor the Environmental Stair and connect to the wetlands; provide student affinity space and opportunities of experiential teaching.

Enrollment Forecast

Forecast Introduction

To ensure Folsom Lake College facilities effectively support both current and future needs, the master planning process began with a thorough analysis of enrollment trends and staffing metrics. Historical data over the past ten years—including faculty, staff, and student Full Time Equivalent (FTE) numbers, and student headcount—provided a robust foundation for forecasting potential campus growth over the next ten years.

The FTE metric, representing Full Time Equivalency, was applied to both employees and students. For staffing, 1.0 FTE indicates a single full-time position; for students, FTES (Full Time Equivalent Students) is a measure of total student contact hours divided by 525. Faculty and staff FTE are considered annually reflecting the ongoing nature of employment - often captured in the Fall when classes start, while student FTES and headcount can be evaluated by term or annually. Analysis of term-based enrollment proves especially valuable, as it mirrors the actual number of individuals served at any given time—an essential consideration in assessing spatial requirements.

Future enrollment and staffing projections were extended to 2035, utilizing three distinct forecasting methodologies: straight linear extrapolation, average annual growth rate calculations, and compounded annual growth rate analysis. Among these, the compounded annual growth rate was selected as the preferred approach, effectively smoothing out temporary declines—such as those experienced during the COVID-19 pandemic—while more accurately compounding future growth trends.

This data-driven forecasting approach guided master plan recommendations, ensuring campus facilities will optimally accommodate anticipated enrollment shifts and evolving staffing needs through 2035 and beyond.

Student Projections

Student Head Count

Student FTES Annual Data
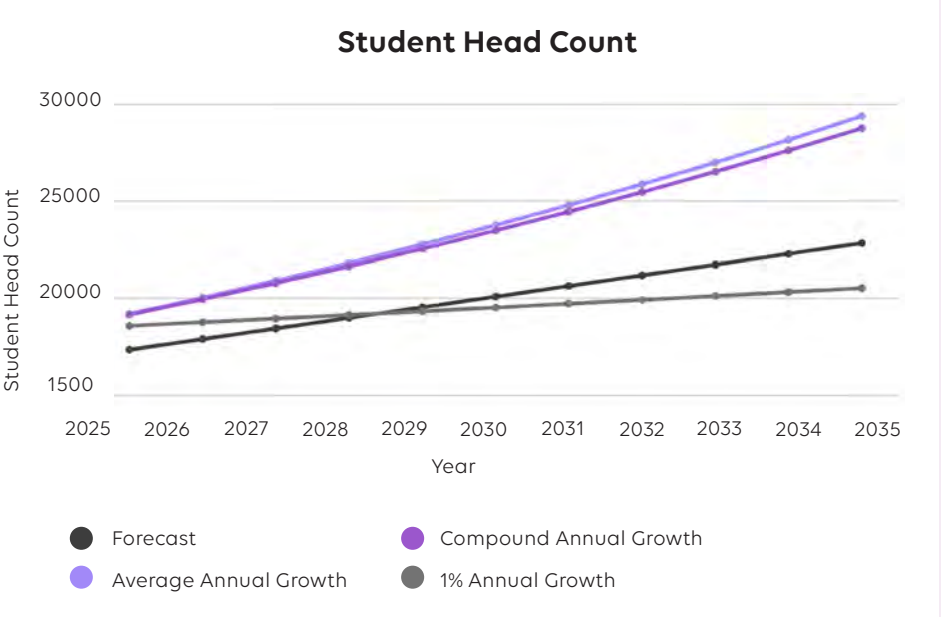
Student Full Time Equivalent (FTES) metrics and headcount trends are illustrated in the tables above. In addition to historical enrollment growth, projections from the California Community Colleges Chancellor's Office anticipate a consistent annual increase, typically at a rate of 1% per year.
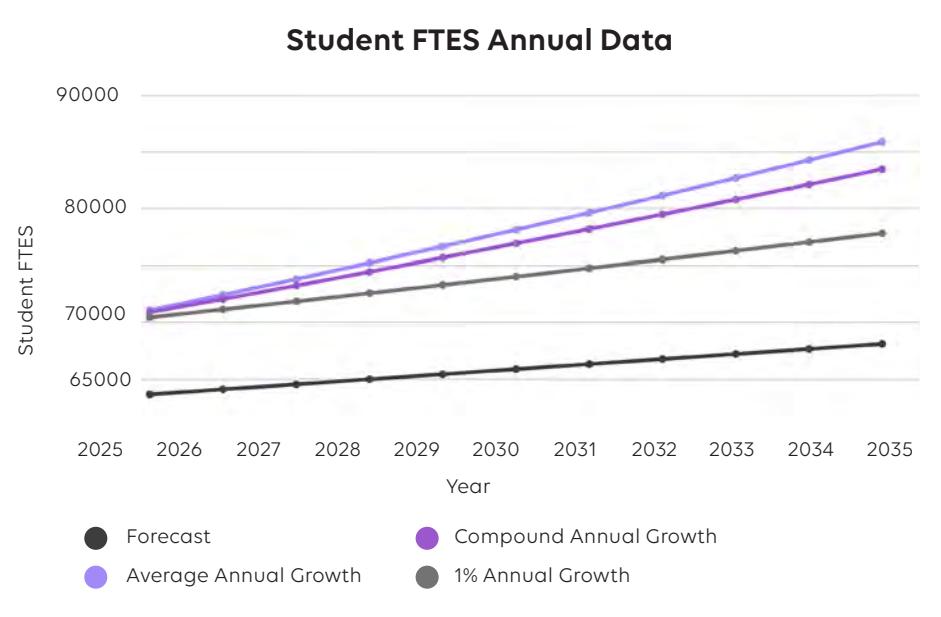
It is important to consider the impact of online and hybrid course offerings on campus space utilization. Currently, approximately xx% of courses at Folsom Lake College are delivered fully online. As digital and hybrid learning options expand, demand for physical instructional space may shift, reinforcing the need for a flexible and adaptive facilities master plan.

Total FTS Staffing (Fall Data)
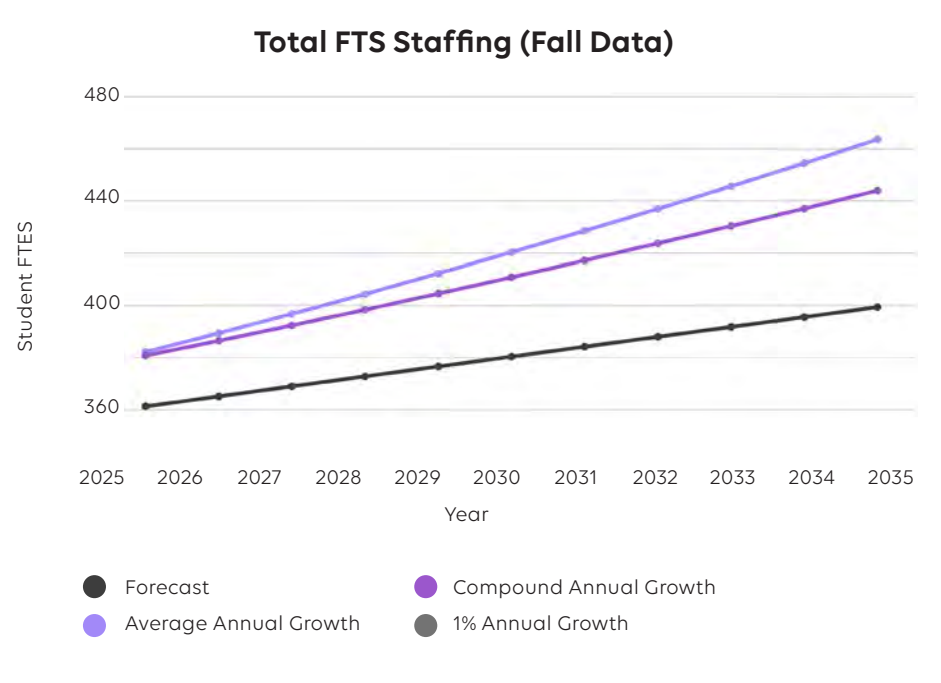
It is important to note that the enrollment and staffing projections presented are based on historical growth trends. The introduction of new academic programs, administrative units, or campus services may drive further increases in staffing requirements beyond those forecasted.

As the college evolves to meet emerging needs, future facility planning should remain flexible to accommodate additional faculty and staff associated with expanded offerings.

Space Inventory + Capacity

Space Utilization and Emerging Needs

Currently, the Folsom Lake College campus is primarily comprised of classroom, laboratory, and office space. Through the master planning process, a clear need emerged for enhanced student-centered environments—including expanded areas for advising, counseling, testing, collaborative study, food service, and affinity spaces that foster a sense of belonging and community.

Supporting this effort, the Space Utilization Study—completed by Steelcase Applied Research + Consulting in December of 2024—serves as a companion document to the master plan. Highlights from the study are presented in Chapter 2: Existing Conditions, with the full executive summary included in the appendix. This analysis offers specific recommendations for renovating existing campus spaces to maximize utilization, create dynamic student-focused hubs, and address evolving academic and support needs.

Space Capacity & Improvement Opportunities

Through the master planning process, it became clear that space-related concerns at Folsom Lake College center on timely access to desired spaces, availability of specialized environments, and the adequacy of furniture, equipment, and technology—all of which influence the effectiveness of academic and support areas. Rather than a general shortage of space, these needs point to a need for targeted improvements in how existing facilities are allocated and outfitted.

Many of these requirements can be addressed through selective renovation and reassignment of underutilized spaces across campus. While the master plan does not identify specific rooms for renovation, it highlights strategic zones where major capital improvements would address multiple identified needs. These key projects are intended to complement recommendations from the Space Utilization Study and guide future investment to create more functional, adaptable, and student-centered environments.

Existing Space Type Distribution on Campus

Classroom Facilities

Oak Hall – 7,920 sqft
Dogwood Hall (FL-4) – 6,840 sqft
Aspen Hall (FL-1) – 6,563 sqft
Cypress Hall (FL-2) – 6,366 sqft
Buckeye Hall (FL-3) – 3,589 sqft
Harris Cntr Arts (FL-10) – 1,991 sqft
Lilac Hall (FL5) – 4,896 sqft
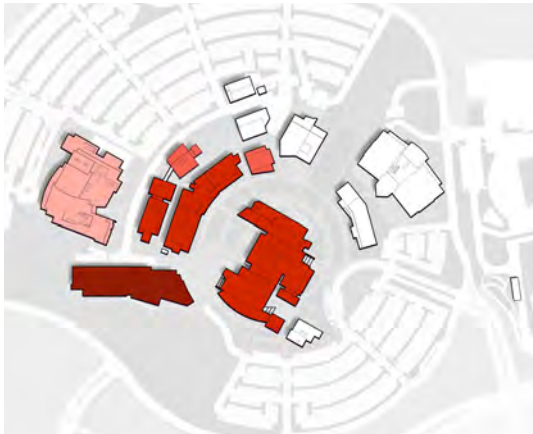
Lab Facilities

Oak Hall – 26,172 sqft
Harris Cntr Arts (FL-10) – 20,808 sqft
Cypress Hall (FL2 – 16,970 sqft
Aspen Hall (FL-1) – 9,668 sqft
Lilac Hall (FL-5) – 8,563 sqft
Dogwood Hall (FL-4) – 6,759 sqft
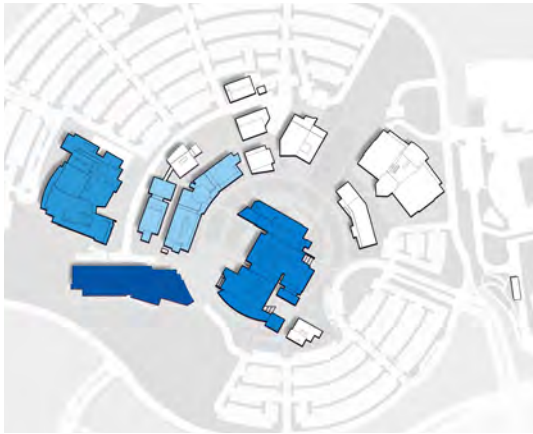
Office Facilities

Aspen Hall (FL-1) – 14,359 sqft
Oak Hall – 11,975 sqft
Harris Cntr Arts (FL-10) – 7,979 sqft
Cypress Hall (FL-2) – 5,037 sqft
Physical Education (PE) – 1,951 sqft
Campus Services (CS) – 1,597 sqft
Dogwood Hall (FL-4)– 2,286 sqft
Gymnasium (Gym) – 2,595 sqft
College Admin (GA) – 4,310 sqft
Falcon's Roost (FL-6) – 3,250 sqft
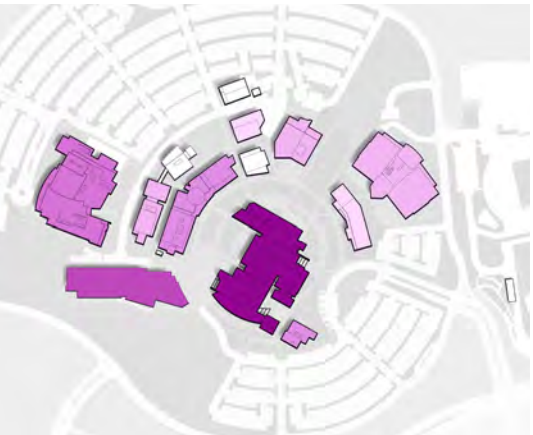
Library

Aspen Hall (FL-1) – 21,351 sqft
Cypress Hall (FL-2) – 5,055 sqft
Oak Hall - 418 sqft
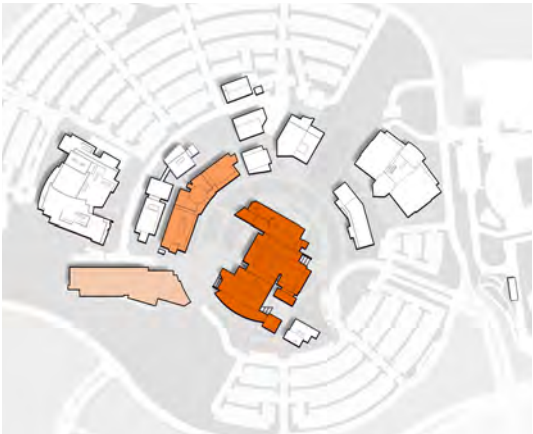
AV Radio TV

Cypress Hall (FL-2) - 972 sqft
Harris Cntr Arts (FL-10) - 640 sqft
Buckeye Hall (FL-3) - 325 sqft
Dogwood Hall (FL-4) - 315 sqft
Aspen Hall (Fl-1) - 293 sqft
Lilac Hall (FL-5) - 221 sqft
Gymnasium (Gym) - 227 sqft
Campus Services (CS) - 63 sqft

Capacity Load Ratios

Five-Year Planning

The California Community Colleges Chancellor's Office mandates that each district and/or campus in California annually update and submit their Five-Year Construction Plan. During this process campuses identify capital projects and certify their campus space inventory. Other components of the five-year plan are the distribution of enrollment. This enrollment distribution feeds into anticipated staffing, and ultimately form the basis of formula that calculate the campus capacity load ratio (cap/load).

Capacity Load Analysis

Capacity/load ratios (cap/load) serve as a key metric for assessing space utilization efficiency at California community colleges, following Title 5 space standards. Expressed as a percentage, this ratio compares the total available capacity of a specific space type to its actual or projected usage. Ratios above 100% signal surplus space, while ratios below 100% indicate a deficiency—potentially qualifying campuses for state funding to improve space efficiency.

The California Community Colleges Chancellor's Office calculates these ratios using annual enrollment forecasts, reported as Weekly Student Contact Hours (WSCH), and the district's annual Space Inventory Report. Five core space typologies are assessed in this process: classrooms/lecture halls, teaching laboratories, offices, library spaces, and AV/IT environments.

Enrollment projections, derived from Department of Finance demographics and actual district data, inform the "load" element of the capacity/load ratio. The analysis reflects only campus-based instructional needs.

The intent of the capacity load analysis is to allow campuses/districts to strategically align space allocation, renovation, and new construction projects with actual demand, supporting efficient campus operations and long-term growth. Folsom Lake College's most recent capacity load analysis supports the master plan's recommendations for targeted renovations—both indoor and outdoor—to increase student-centric areas and optimize existing facility use. In addition, the plan identifies select new construction projects designed to deliver essential space typologies, addressing the college's future academic requirements and supporting programs that cannot be accommodated within current facilities.

Lecture Space: Capacity vs. Load (WSCH)

Lecture Space: Capacity vs. Load (WSCH)

Office Space: Capacity vs. Load (WSCH)
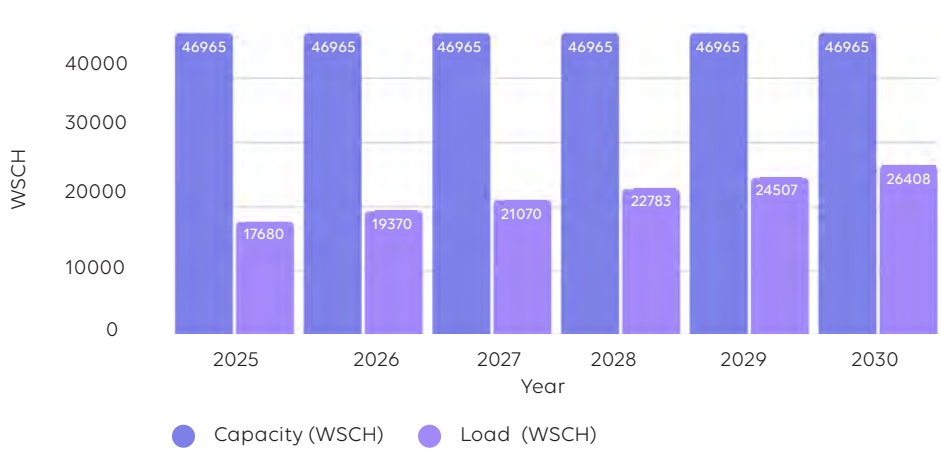
Library Space: Capacity vs. Load (WSCH)
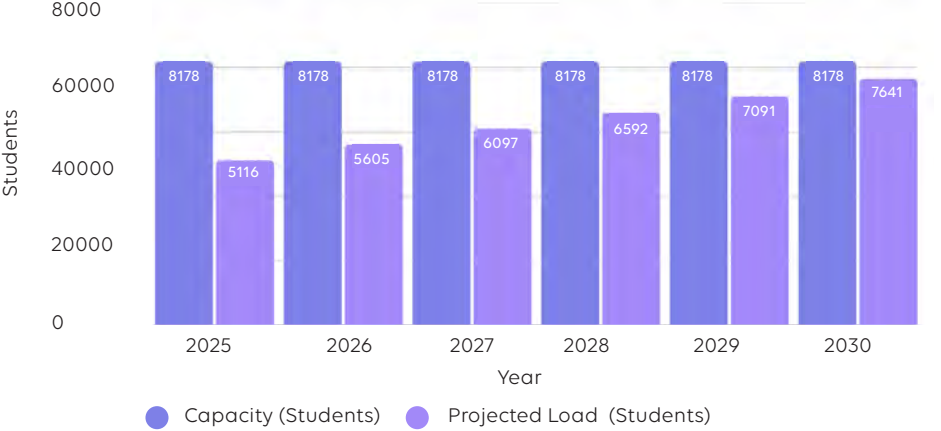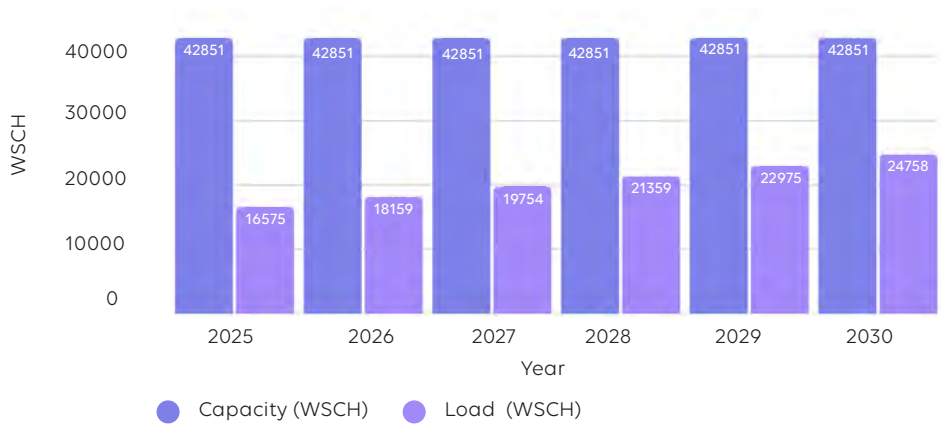
AV / TV: Capacity vs. Load (WSCH)
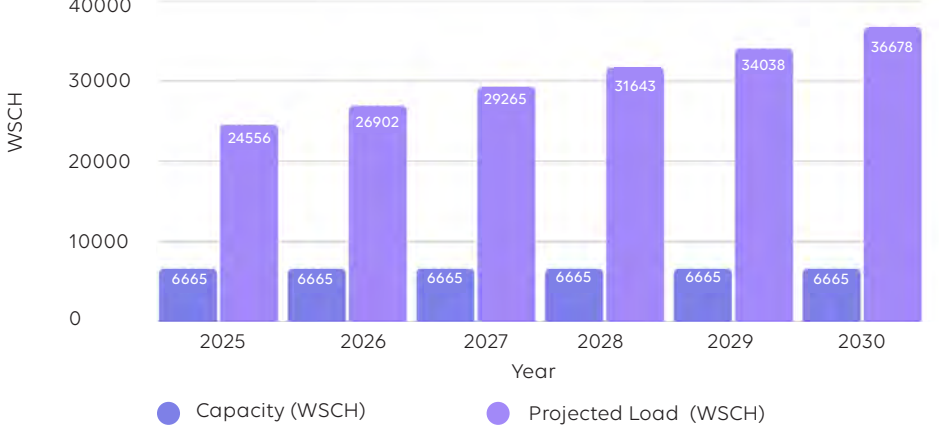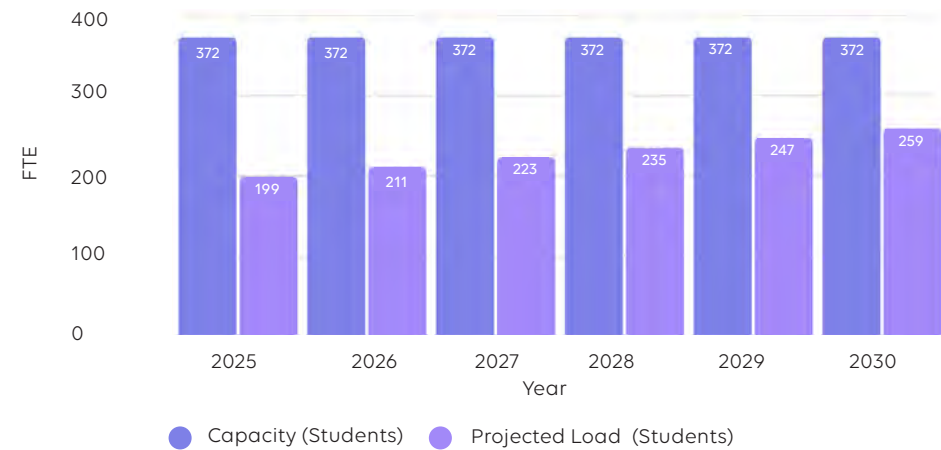
FMP Space Program

The quantity of space programmed for the facilities master plan is outlined in the following text. Each proposed facility includes an approximate gross square footage (GSF) for proposed buildings. As part of a master plan, these figures are adaptable, serving as a flexible framework to guide planning direction and support cohesive integration with the existing campus and future needs. This approach enables campus development to remain responsive to evolving requirements, ensuring new spaces are thoughtfully connected to current organization and long-term vision.

For renovated facilities, specific space program numbers are intentionally omitted to leave room for future review and assessment. However, the buildings identified for renovation build upon previous master planning work and collaboration with key institutional stakeholders. This foundation provides a strategic basis for future improvements, ensuring renovations align with changing needs and ongoing campus priorities while supporting long-term sustainability.

Proposed Buildings
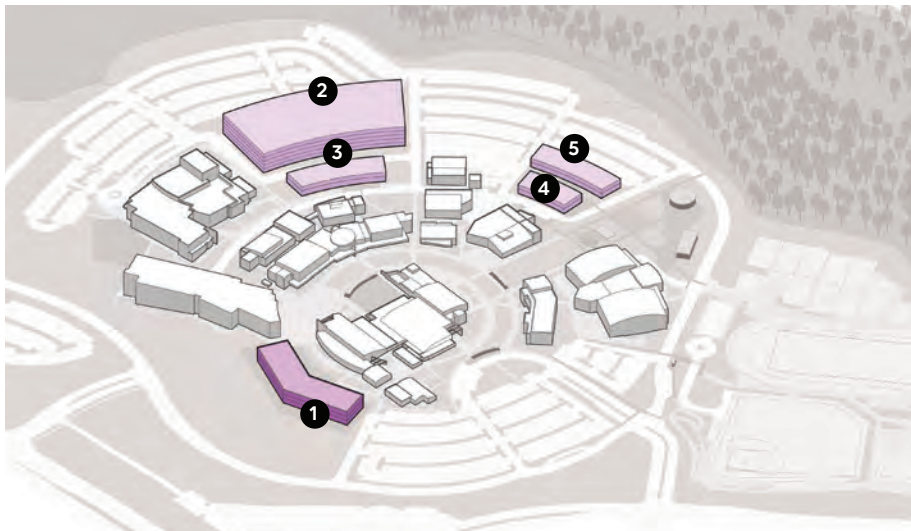
1. Proposed Instructional Building: 75,000 sqft
2. Parking Garage: 506,484 sqft
3. Future Building A : 32,562 sqft
4. Future Building B: 23,558 sqft
5. Future Building C: 35,295 sqft

Renovations

1. Aspen Hall (FL-1) Renovation
2. Bookstore located inside Falcon's Roost (FR)

Exterior Improvements
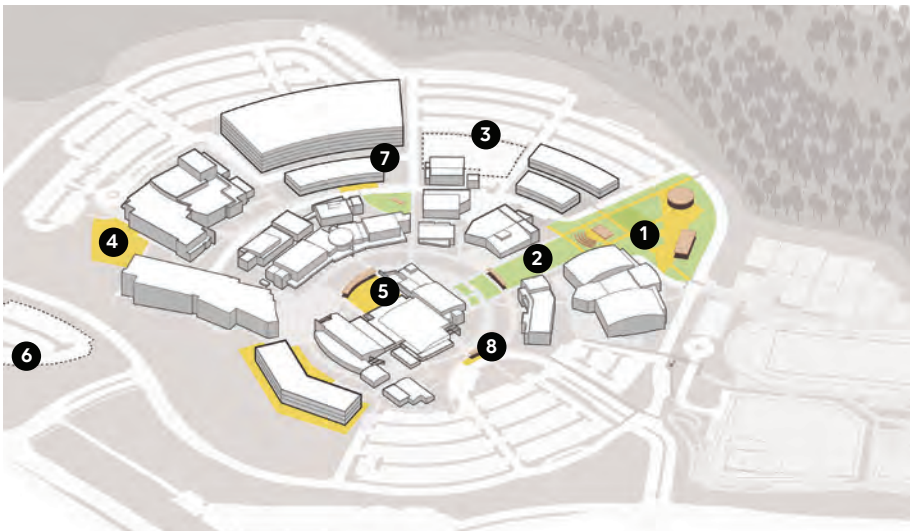
1. Cultural Center + Outdoor Classroom
2. Environmental Staircase Stage and Improvements
3. Corp Yard Expansion Needs
4. Multipurpose Pad at Harris Center
5. Quad Upgrade between Aspen Hall (FL-1) and Cypress Hall (FL-2)
6. Proposed Surface Parking Lot at NW Bidwell Entrance
7. Flex Outdoor Teaching Space
8. Enhanced FL-1 Drop off Plaza

4

Recommendations

Overview

Chapter 4: Recommendations builds directly upon the foundation established in the Existing Conditions and Framework sections earlier in the document. Informed by a thorough analysis of current campus assets, stakeholder input, and guiding vision, this chapter translates assessment and planning principles into actionable recommendations for Folsom Lake College's physical environment.

The chapter begins by outlining the core planning principles that set the strategic direction for campus development. These principles provide a consistent reference point, ensuring all proposed improvements are aligned with the college's mission and long-term goals. Following this, the proposed facilities master plan is presented, including a detailed list of projects identified and prioritized by the planning team to address needs and opportunities across the campus.

Comprehensive guidelines for vehicular and pedestrian circulation, campus identity, way-finding, and campus security and safety are then provided. These strategies aim to enhance navigation, reinforce a sense of place, and support the well-being of students, faculty, and visitors. A dedicated section on sustainability explores design priorities and operational strategies that underscore Folsom Lake College's strong commitment to environmental stewardship and resiliency.

Building on this foundation, the chapter offers in-depth descriptions of the college's four top-priority projects, selected through an iterative and collaborative process with campus stakeholders. The future phase for the Rancho Cordova Center is then detailed, reflecting broader district goals and serving regional needs. Descriptions of the remaining identified projects, numbered 6 through 19, follow to ensure comprehensive coverage.

Chapter 4 concludes with a recommended development phasing strategy, offering guidance for implementation over time. This structure ensures the college is equipped to respond to evolving priorities while maintaining flexibility for future adaptation and sustained growth. Throughout, the recommendations chapter functions as a roadmap—empowering Folsom Lake College to advance its mission and realize the full potential of its campus environment.

Detailed information regarding civil, structural, electrical, HVAC and plumbing are provided within the appendix chapter of this report. Where appropriate, individual project descriptions will reference the appendix for further technical information.
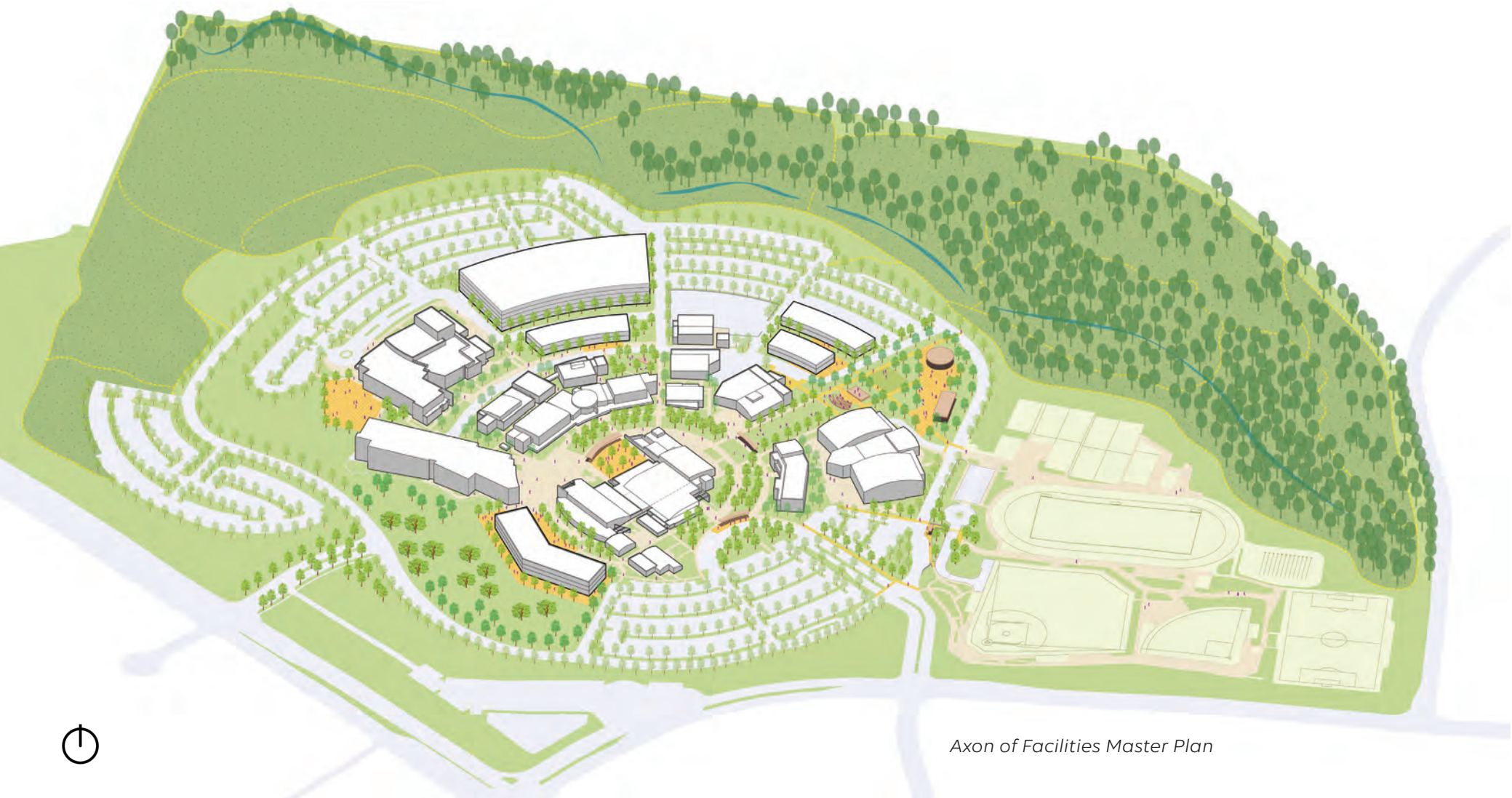
Axon of Facilities Master Plan

Planning Principles

A clear vision shapes the future of Folsom Lake College, directing the evolution of campus spaces to advance learning, foster community, and support growth. The following planning principles set the foundation for decision-making and development, ensuring that each element works cohesively to enrich the campus experience. Adaptable learning facilities meet the changing demands of modern education, while a vibrant campus atmosphere invites engagement among students, faculty, and visitors. Thoughtfully designed environments promote meaningful interactions, strengthening collaboration and community.

The diverse backgrounds and perspectives within FLC are honored by creating inclusive spaces that serve all. Establishing a campus heart provides a central gathering place for social, academic, and cultural activities, anchoring campus life. Strategic development reinforces a concentric layout, aligning new growth with both current campus organization and long-term vision. Together, these principles guide the evolution of Folsom Lake College, positioning the campus to meet the needs of its community now and in the future.

Adapt Learning Facilities

Evolve educational spaces to meet the shifting needs and modalities of modern education, ensuring they remain relevant and versatile.

Encourage Purposeful Interactions

Design environments that promote meaningful interactions, enhancing collaboration and community among students and faculty.

Honor and Support Diverse Communities

Recognize and integrate the rich diversity of FLC's communities, creating inclusive spaces that cater to varied cultural and social needs.

Establishing a Campus Heart

Create a central gathering place that anchors campus life, serving as the focal point for social, academic, and cultural activities. This core space will enrich the campus experience and foster a sense of connection across the Folsom Lake College community.

Reinforcing a Concentric Layout

Guide campus development by thoughtfully placing new facilities and improvements to support accessibility, connectivity, and program objectives, aligning new growth with the existing campus organization and long-term vision.

Campus as a Destination

Transform the campus into a vibrant, inviting hub that attracts students, faculty, and visitors alike, fostering a sense of belonging and engagement.

Facilities Master Plan

The facilities master plan illustrates the complete build-out of projects identified and developed throughout the planning process. This comprehensive vision reflects collaborative input and analysis, providing a clear roadmap for future campus development and investment.

Facilities Master Plan Reference Key
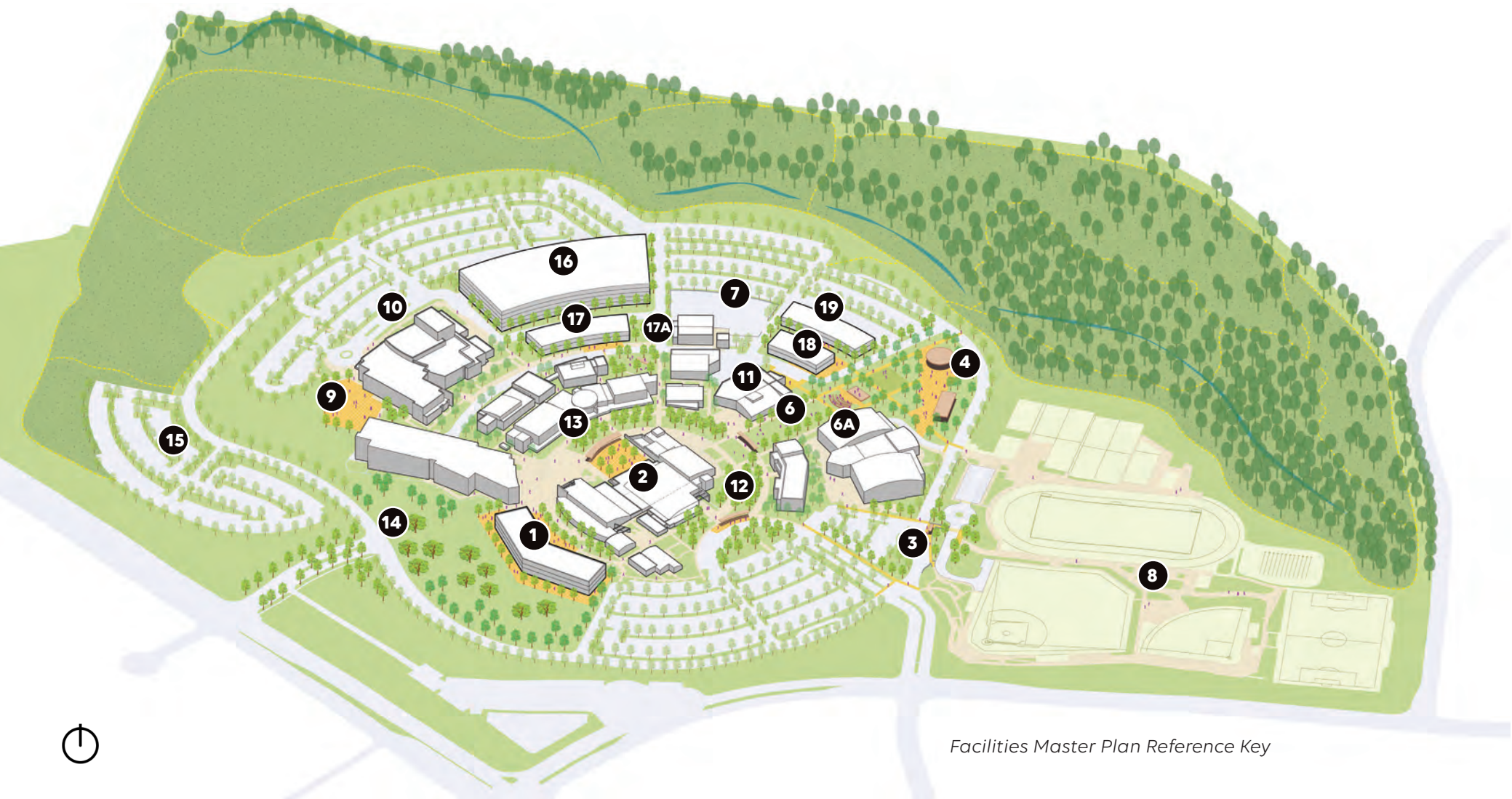
Identified Projects

1. Proposed Instructional Building
2. Aspen Hall (FL-1) Renovation
3. Enhanced Connection to Athletics Complex
4. Cultural Center + Outdoor Classroom
5. Rancho Cordova Center Future Phase
6. Environmental Staircase Stage and Improvements
   6A. BIPOC Art/ Murals at Gym
7. Corp Yard Expansion Needs
8. Athletic Field Enhancements
9. Multipurpose Pad at Harris Center
10. Harris Center Lobby Shade Enhancements
11. Enhanced Student Spaces at Bookstore (Falcon's Roost -FR)
12. Enhanced FL-1 Drop off Plaza
13. Quad Upgrade between FL-1 and FL-2
14. Enhanced Campus Identity at College Parkway Entry
15. Proposed Surface Parking Lot at NW Bidwell Entrance
16. Parking Garage
17. Future Building A
    17A. Flex Outdoor Teaching Space
18. Future Building B
19. Future Building C

10 Year Outlook

Prioritized Projects

(Phasing Plan)

Facilities Master Plan - Prioritized Projects (1-4)

The Facilities Master Plan for Folsom Lake College's main campus details 19 projects designed to enhance the campus's functionality and appeal. Prioritizing impact, Projects 1 through 4 are identified as immediate priorities, with Projects 1 and 2 benefiting from state funding, positioning them as key drivers of campus development. Future development will align with the Master Plan's strategic directives, ensuring cohesive and progressive facility enhancements. Additionally, the plan specifies gross square footages for new buildings and renovations, offering a clear framework for spatial improvement to foster a vibrant learning environment.

Legend:
- Near-term Proposed Building
- Long-term Proposed Building
- Near-term Interior Renovations
- Long-term Interior Renovations
- Proposed Outdoor Enhancements

4. Cultural Center + Outdoor Classroom

1. Proposed Instructional Building: 75,000 sqft

2. Aspen Hall (FL-1) Renovation

3. Enhanced Connection to Athletics Complex
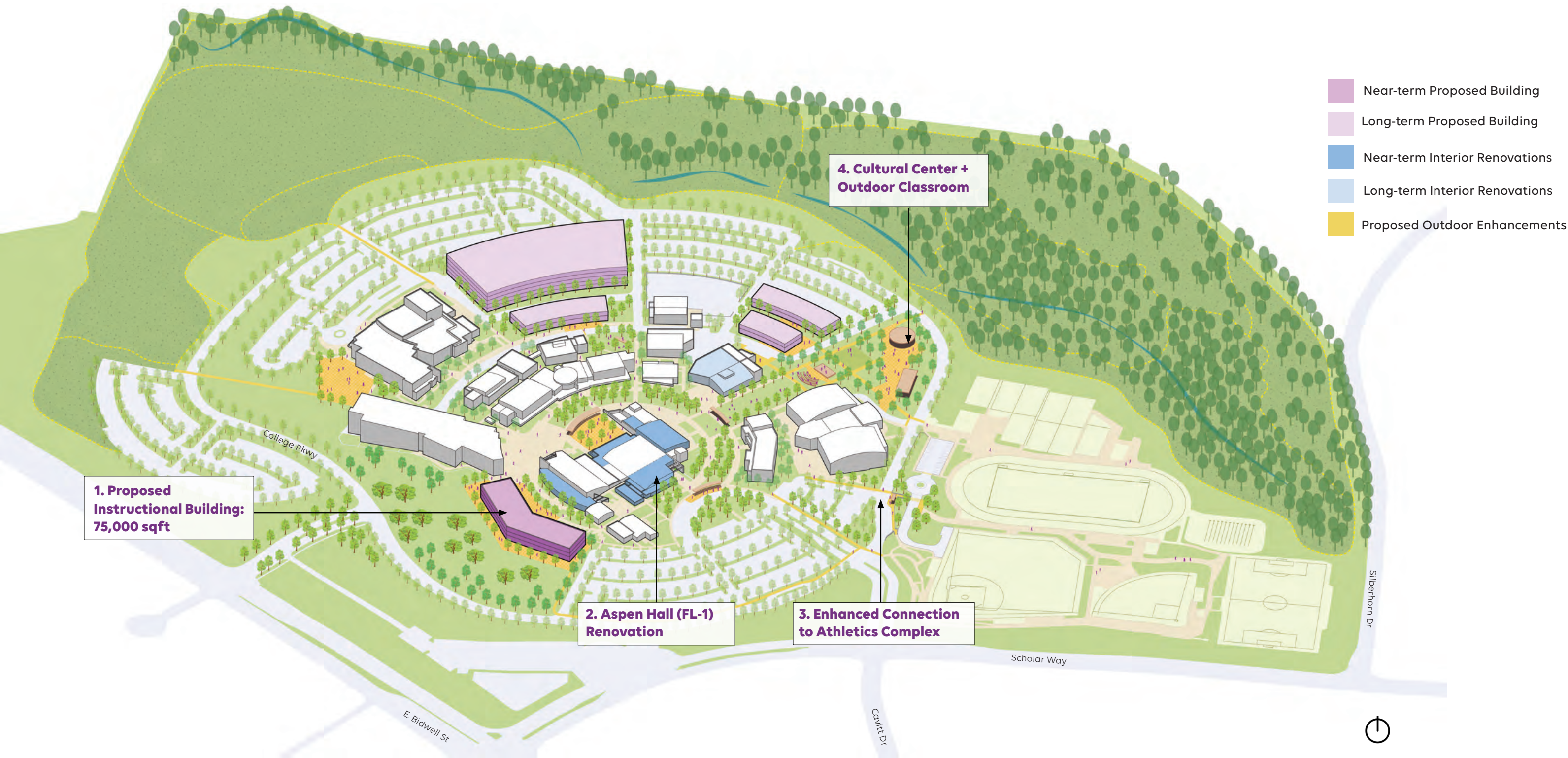
25 Year Outlook
Identified Projects

(Phasing Plan)

Facilities Master Plan - Identified Projects (5-19)

The Facilities Master Plan for Folsom Lake College's main campus details 19 projects designed to enhance the campus's functionality and appeal. Prioritizing impact, Projects 1 through 4 are identified as immediate priorities, with Projects 1 and 2 benefiting from state funding, positioning them as key drivers of campus development. Future development will align with the Master Plan's strategic directives, ensuring cohesive and progressive facility enhancements. Additionally, the plan specifies gross square footages for new buildings and renovations, offering a clear framework for spatial improvement to foster a vibrant learning environment.

Near-term Proposed Building
Long-term Proposed Building
Near-term Interior Renovations
Long-term Interior Renovations
Proposed Outdoor Enhancements

- 17A. Flex Outdoor Teaching Space
- 18. Future Building B: 23,558 sqft
- 17. Future Building A: 32,562 sqft
- 7. Corp Yard Expansion Needs
- 16. Parking Garage: 506,484 sqft
- 19. Future Building C: 35,295 sqft
- 10. Harris Center Lobby Shade Enhancements
- 6. Environmental Staircase Stage and Improvements
- 9. Multipurpose Pad at Harris Center
- 11. Enhanced Student Spaces at Bookstore Location
- 6A. BIPOC Art/Murals at Gym
- 5. Rancho Cordova Center Future Phase *(Rancho Cordova, CA)*
- 8. Athletic Field Enhancements
- 15. Proposed Surface Parking Lot at NW Bidwell Entrance
- 14. Enhanced Campus Identity at College Parkway Entry
- 13. Quad Upgrade between FL1 and FL2
- 12. Enhanced FL1 Drop off Plaza
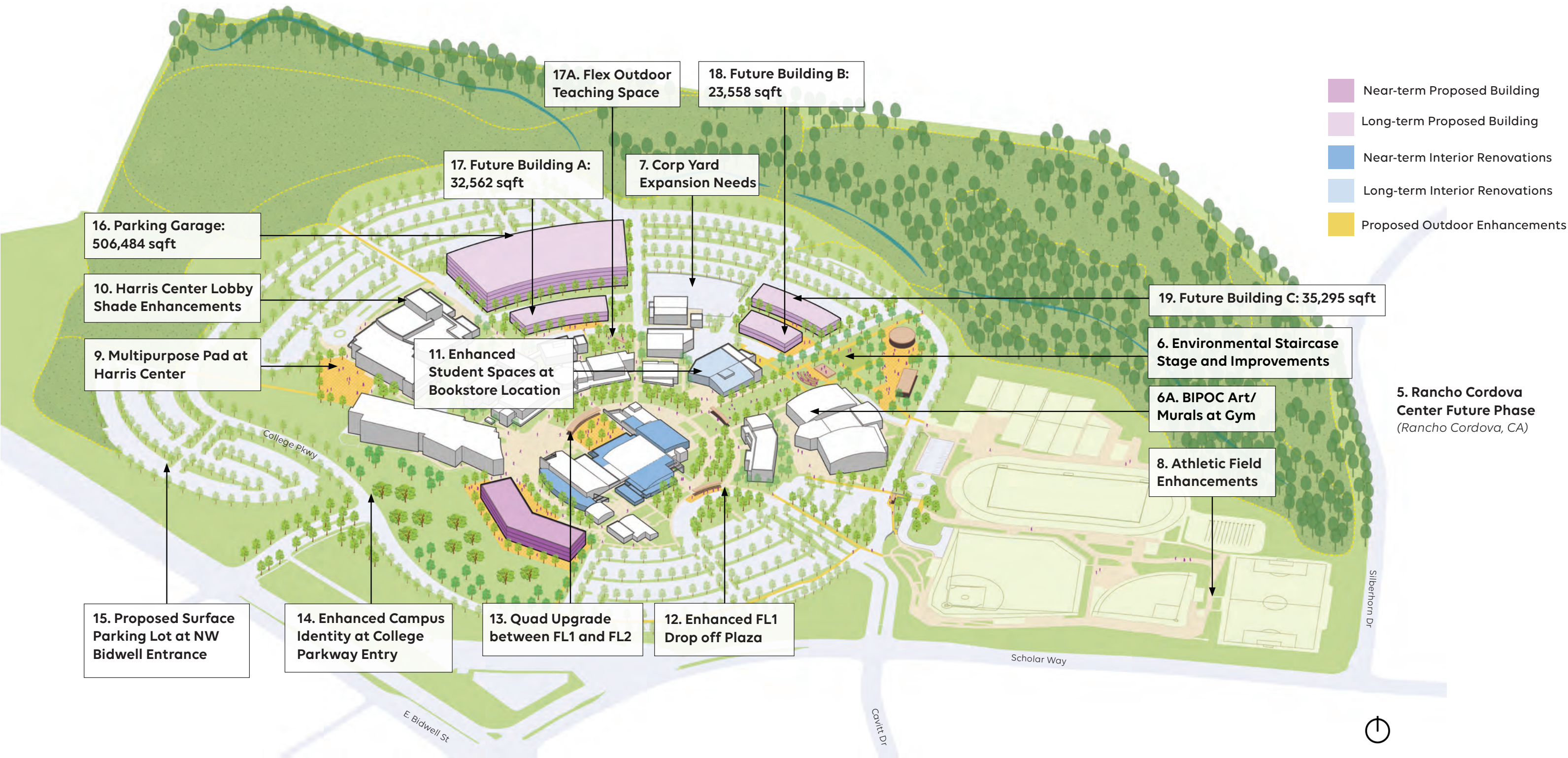
Folsom Lake College Project List

Identified Projects in order of priority: **FCI %**

1.   **Proposed Instructional Building * - GSF: 75,000 sqft**   New Building

2.   **Aspen Hall (FL-1) Renovation ***   0.18%

3.   **Enhanced Connection to Athletics Complex**   N/A

4.   **Cultural Center + Outdoor Classroom**   N/A

5.   Rancho Cordova Center Future Phase   N/A

6.   Environmental Staircase Stage and Improvements   N/A

     A. BIPOC Art/ Murals at Gym   N/A

7.   Corp Yard Expansion Needs   N/A

8.   Athletic Field Enhancements   N/A

9.   Multipurpose Pad at Harris Center   N/A

10. Harris Center Lobby Shade Enhancements   N/A

11. Enhanced Student Spaces at Bookstore Location (Falcon's Roost -FR)   0.11%

12. Enhanced FL-1 Drop off Plaza   N/A

13. Quad Upgrade between FL-1 and FL-2   N/A

14. Enhanced Campus Identity at College Parkway Entry   N/A

15. Proposed Surface Parking Lot at NW Bidwell Entrance   N/A

16. Parking Garage - GSF: 506,484 sqft   N/A

17. Future Building A - GSF: 32,562 sqft   New Building

     A. Flex Outdoor Teaching Space   N/A

18. Future Building B - GSF: 23,558 sqft   New Building

19. Future Building C - GSF: 35,295 sqft   New Building

* Identified State Funded Project

Prioritized Projects Overview

The following section highlights key projects identified as near-term development opportunities for Folsom Lake College. These include a new instructional building, renovation of Aspen Hall (FL-1), enhanced connections to the Athletics Complex, and a combined cultural center with an outdoor classroom. Each project reflects collaborative planning and addresses pressing needs to support academic growth, campus connectivity, and community engagement. In addition, the Rancho Cordova Center Future Phase project is presented prior to the descriptions of other identified projects on the main Folsom Lake College campus. While not designated as a top priority for the main campus, the Rancho Cordova Center remains an essential component of the college's broader vision and district goals. The subsequent sections then provide overviews for the remaining projects, numbered 5 through 19, ensuring a comprehensive understanding of the master plan's full scope for campus development.
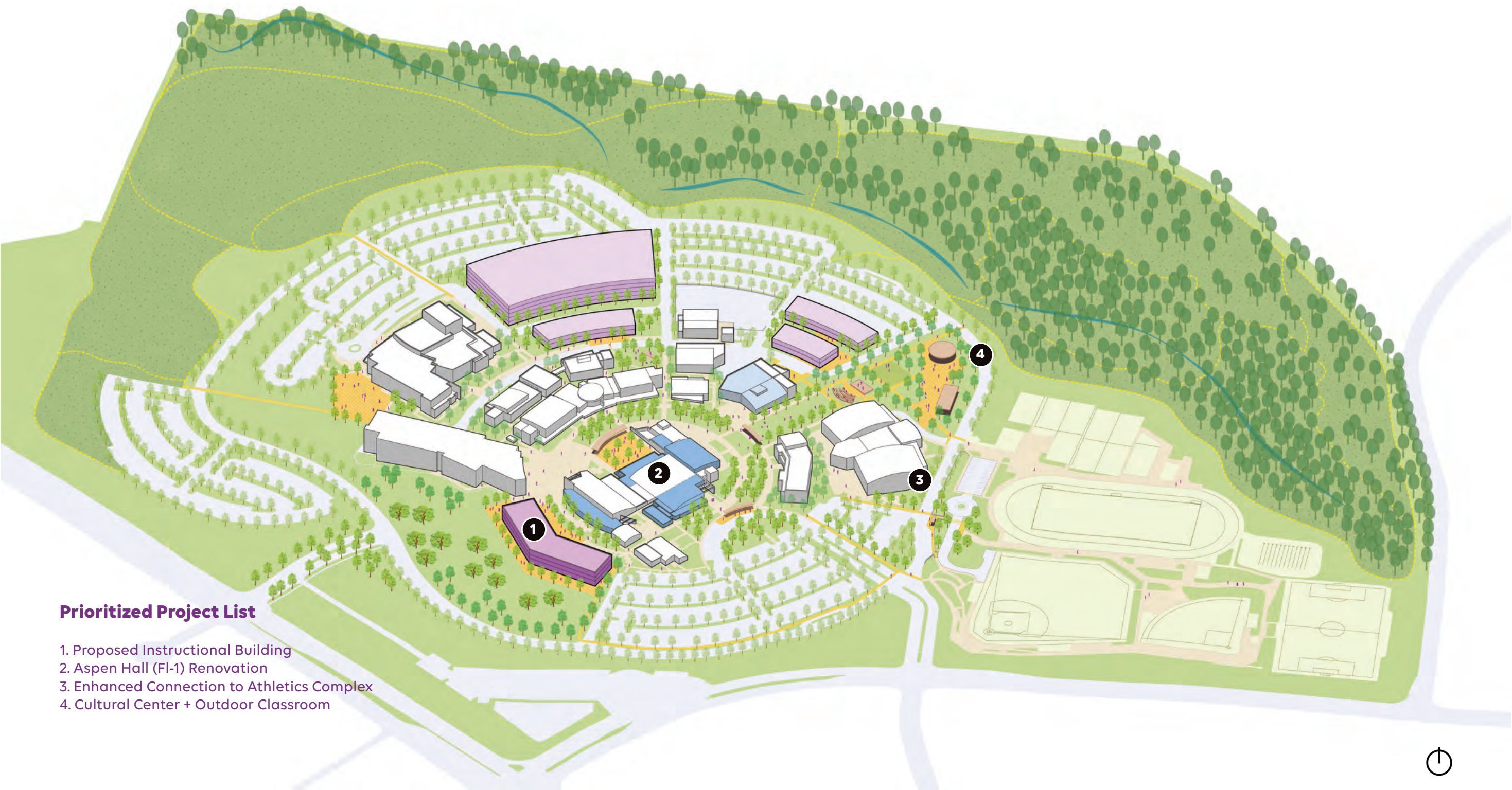
Prioritized Project List

1. Proposed Instructional Building
2. Aspen Hall (Fl-1) Renovation
3. Enhanced Connection to Athletics Complex
4. Cultural Center + Outdoor Classroom

Prioritized Project Descriptions

1. Proposed Instructional Building
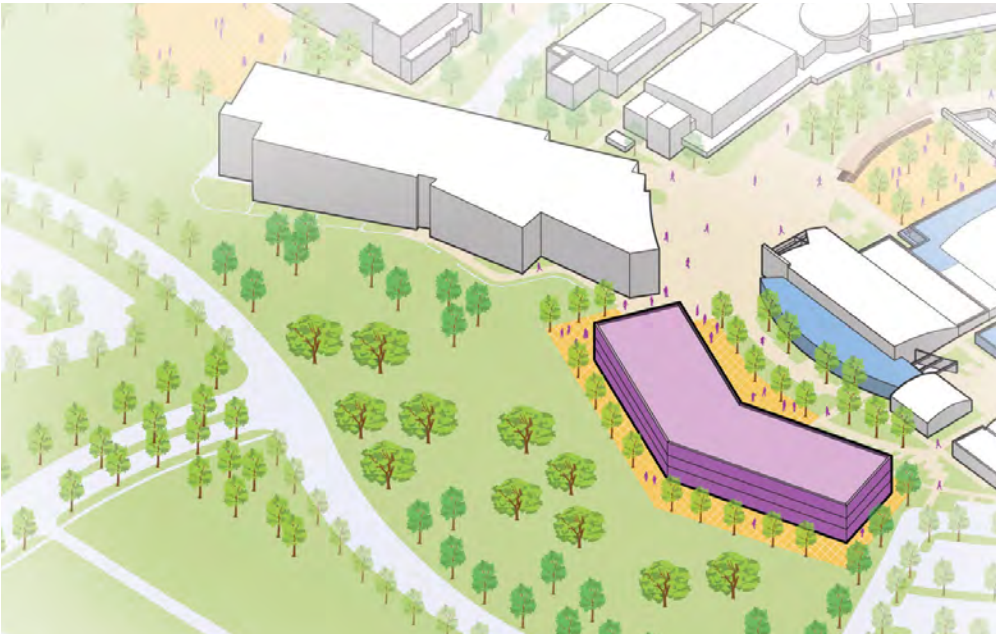
View of proposed Instructional Building from East Bidwell entrance

The vision for a new academic building south of Aspen Hall seeks to harmonize with the architectural narrative established by the recently completed Oak Hall. This building's design features a distinctive angled form, which thoughtfully extends the concentric layout characterizing the campus's core. Strategically sited, the building encourages a dynamic interaction with Oak Hall, creating lively plaza spaces destined to become social hot spots. The spatial relationship among Aspen Hall, Oak Hall, and the proposed structure frames these areas, fostering a sense of community and collaboration.

Situated prominently near the East Bidwell entrance, the building reinforces its identity as a welcoming gateway to the campus, mirroring and enhancing the aesthetic presence introduced by Oak Hall. Its connection to Oak Hall and accessibility to Parking Lot A ensure seamless transitions for visitors and students alike, emphasizing inclusivity and ease of access.

To the south, the site's naturally sloping terrain presents an opportunity for innovative structural solutions and accessible integration. The building is planned to harmonize with the height of both Aspen Hall and Oak Hall, maintaining a three-story profile and encompassing 75,000 square feet, a scale that mirrors Oak Hall's dimensions and massing. The southwest side's location on an existing slope necessitates substantial grading and filling to ensure a stable foundation. A proposed basement level, opening to the southwest, would not only stabilize the slope but also create a robust connection with the landscape. Further development of a southwest-facing plaza could be realized by constructing supportive framing above the basement, maximizing site utility while offering inviting outdoor spaces for gathering and reflection.

These efforts in design and engineering aim to enrich the campus environment, enhancing both its functional landscape and its role as a beacon of educational excellence.

2. Aspen Hall (Fl-1) Renovation
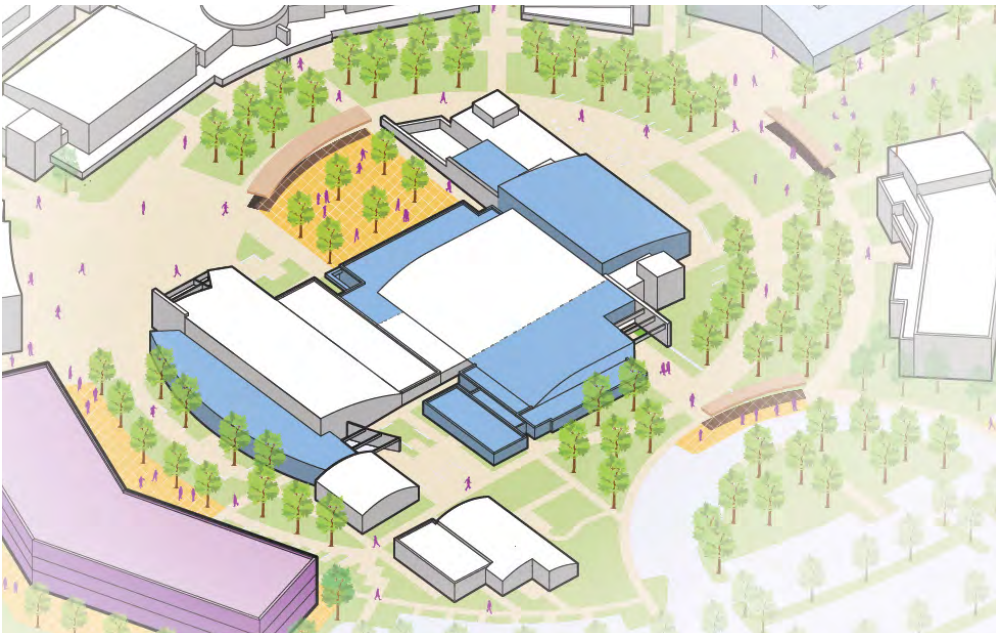
View of Aspen Hall (FL-1) situated within the core of Folsom Lake College

Aspen Hall presents numerous opportunities for enhancing student engagement and facility effectiveness through thoughtful renovation efforts. One potential area of focus is the south side meeting rooms, which could transform into expanded student service areas, offering essential offices, lobby spaces, and meeting rooms designed to better support student needs. The welcome center might expand into nearby spaces, providing a more inviting entrance for visitors.

The north side of the building is earmarked for enhancements to the Student Success Center, potentially introducing a dedicated testing center with exterior seating to foster an optimal learning environment. The makerspace might be redesigned to encourage collaboration through group work rooms and individual Zoom rooms for distance learning interactions.

Integration of student amenities can feature modular and movable furnishings for flexible use, alongside dedicated lounge areas. Structural renovations, including possible building expansions, could necessitate seismic reinforcement of Aspen Hall or the development of a new standalone structure with seismic separation joints to ensure stability and safety.

These proposed modifications aim to craft spaces within Aspen Hall that not only meet immediate student requirements but also anticipate future needs, cultivating a supportive and dynamic educational setting.

Prioritized Project Descriptions (continued)

3. Enhanced Connections to Athletics Complex

View of enhanced pedestrian connections across College Parkway

To make the athletic fields more accessible and safe to both pedestrian and vehicular traffic, enhancements to pedestrian connections from the campus and improvements to vehicle circulation, parking and drop-off are being recommended as a key project.

Pedestrian Crossings

To improve safety for students, faculty, staff and visitors walking between the campus core and the athletics complex, enhancements are being recommended to existing pedestrian crossings and a new, more central crossing is being recommended at the south side of the Gymnasium. This new crossing is intended to be a raised 'table-top' crosswalk that is flush with the sidewalk and raised above the street level, naturally slowing vehicles as they drive over it. The new central crossing should connect to a new staircase that leads directly down to field level.

Athletics Drop-Off and Roundabout Considerations

A new drop-off zone is desired to facilitate a more efficient athlete drop-off, directly from College Parkway, and alleviating vehicle congestion from the lower parking lot directly adjacent to the tennis courts. To support the new drop-off, College Parkway will need to be widened into the landscape median between it and the athletics service road to the east. The new drop-off should include seating and shade protection for athletes waiting to be picked up. Because of the topographic challenges of this part of campus, careful consideration will need to be given to support of the widened parkway with retaining walls, drainage improvements, as well as easy access to the existing accessible pathways down to field level.

Athletics Complex Parking Improvements

To address vehicular conflicts within the existing Athletics Complex parking lot, a new vehicle turnaround is recommended. This will allow vehicles to drive completely through the parking lot and turnaround safely before exiting. Currently, vehicles must attempt a multi-point turnaround within the drive aisle if there is no parking available.

4. Cultural Center + Outdoor Classroom

View of proposed Cultural Center and Outdoor Classroom space

The concept for a Cultural Center combined with an Outdoor Classroom envisions a versatile space that fosters educational opportunities and cultural appreciation while serving as a buffer between the Environmental Staircase and the wetlands. This potential pavilion-style structure could offer adaptable areas for cultural groups, research, and meetings, along with amenities such as restrooms and storage, and serve as a staging point for exploring the wetlands.

A key feature is the integration of an outdoor classroom, creating a dynamic environment for hands-on learning and interaction within the natural landscape to support varied educational activities. The design incorporates elements of cultural heritage, potentially including enhancements such as a Miwok Dance Arbor to celebrate indigenous culture and provide a unique cultural landmark for visitors.

Enhanced connections to the existing trail network will improve access, encourage exploration, and support both recreational and educational uses. By serving as a bridge between the Environmental Staircase and the wetlands, this concept enriches the campus landscape with spaces that celebrate cultural diversity, support sustainability, and encourage community engagement.

Project Descriptions

The following sections outline details for the remaining identified projects, numbered 5 through 19, each highlighting key objectives and planning considerations to guide future campus development and integration. As part of the planning process with stakeholders, Project 5—Rancho Cordova Center Future Phase—was included in the college's priority list, despite not being located on the main Folsom Lake College campus.

5. Rancho Cordova Center Future Phase

The Rancho Cordova Center has served as a cornerstone of education in the community, establishing its first permanent location at the prominent intersection of Mather Field Road/Paseo Drive and Folsom Boulevard. Opened in October 2015, the new facility (Phase 1) encompasses over 26,000 square feet of instructional space, featuring eight classrooms and a student learning center with an open-access computer lab. Positioned directly across from the Mather Field/Mills light rail station, the center is purposefully situated to enhance accessibility and connectivity for students, faculty, and visitors.

As an educational hub for a close-knit and diverse community, the center supports over 2,500 students, offering general education courses, English language instruction, and a growing array of academic pathways. The facility plays an essential role in addressing regional workforce needs by providing programs aligned with local and state business trends, particularly those supporting public sector employment. Modern amenities and flexible learning environments enable students to fully participate in academic, support, and enrichment services, contributing to improved student outcomes and retention.

3 - Story Option

Phase 1: 26,981 SF
Phase 2: 20,550 SF
Phase 3: 30, 825 SF

Total: 78,356 SF

Plan of proposed future phase development for Ranch Cordova Center

The Center's impact extends beyond academics, serving as a gathering place for community events, workshops, and cultural programming. Partnerships with local organizations—including workforce training entities, civic groups, and cultural institutions—help strengthen connections between the Center and the broader Rancho Cordova community. These collaborations foster opportunities for students to engage in meaningful hands-on learning while supporting community priorities and regional economic development.

Looking ahead, expansion of the Rancho Cordova Center is envisioned to the west of the current facility, guided by priorities for improved site access, public transportation integration, parking enhancements, and building accessibility. The future phases aim to create a robust and adaptable campus environment that can accommodate emerging programs, new technologies, and changing educational needs. The master plan emphasizes seamless pedestrian connections, inviting outdoor spaces, and flexible facilities to foster student engagement and a sense of belonging.

Maintaining open space, improving pedestrian circulation, and promoting connectivity to public areas and parking are key considerations in the site's evolution. Future construction will thoughtfully integrate with the existing building's massing, scale, and materials, maintaining continuity with surrounding neighborhood character. Strategies for sustainability—such as energy-efficient systems, native landscaping, and resource-conscious design—will be incorporated to reinforce the Center's long-term commitment to resiliency and environmental stewardship.

Ultimately, the Rancho Cordova Center's planned expansion will reinforce its role as a vital community asset, providing increased access to high-quality education and lifelong learning. As the Center evolves, it will continue to serve as a catalyst for personal growth, workforce development, and regional advancement, meeting the changing needs of Rancho Cordova and the greater Sacramento area for years to come.

Project Descriptions (continued)

6. Environmental Staircase Stage and Improvements
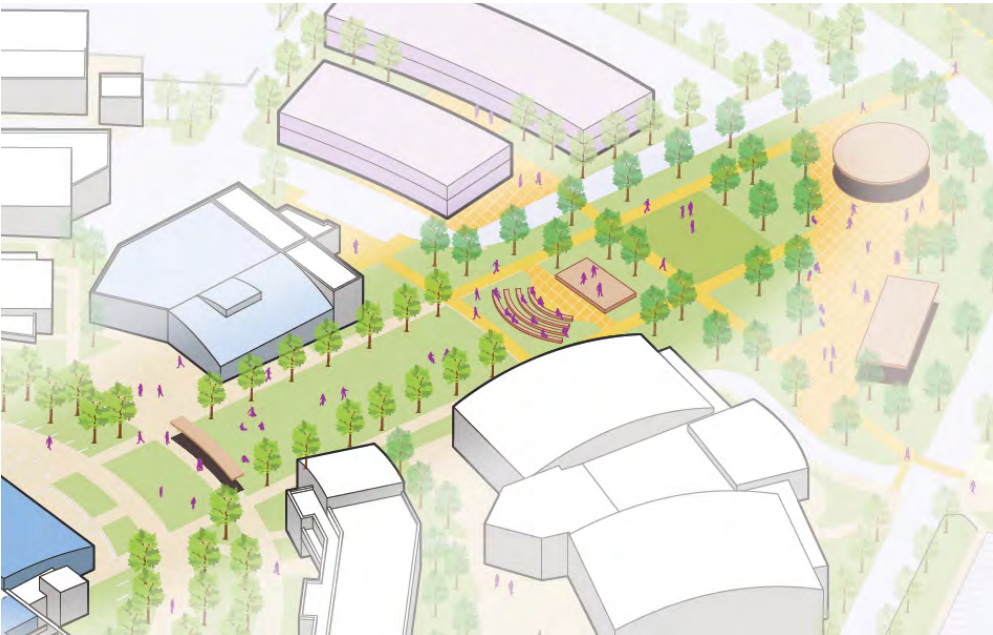
View of Environmental Staircase Stage and site improvements

The Environmental Staircase project envisions enhancing the corridor stretching from the campus's expansive open lawn to the proposed outdoor amphitheater and newly planned faculty garden. This initiative introduces shade structures along linear paths from the campus core to the wetlands, significantly reducing sun exposure and elevating comfort for those traversing this vibrant zone. Strategically placed new seating pads along key corridors, including areas adjacent to Falcon's Roost, provide peaceful spots for relaxation, featuring shade elements and native planting beds that enhance the aesthetic and ecological value.

Adding a cultural and artistic dimension to the project, the installation of BIPOC art and murals is planned for the gym's facade. This installation aims to celebrate diversity, enrich the visual landscape, and inspire both students and visitors with vibrant representations of varied cultural narratives.

The outdoor amphitheater stands as a versatile gathering space, accommodating events and celebrations such as graduation ceremonies. Infrastructure elements like electrical power and lighting are seamlessly integrated to support diverse activities, reinforcing the amphitheater's functionality. Capitalizing on the lawn's natural slope, the design incorporates seat walls into the hillside, forming a terraced auditorium. This design protects attendees with solar shades while offering views of the platform stage, creating an engaging outdoor venue.

Positioned at a lower elevation, the newly sited faculty garden serves as a tranquil buffer to the amphitheater. It features usable planting beds, complemented by seating and shade furnishings, providing a serene environment for gardening enthusiast. The Environmental Staircase fosters a dynamic range of activities, transitioning from serene landscaped areas to bustling gathering spaces and outdoor learning environments.

Structural considerations, including site grading and retaining walls, are anticipated to establish the desired layout. The design of the Environmental Staircase Stage should accommodate its use for special events and assemblies, ensuring structural integrity and suitability for varied functions.

6A. BIPOC Art / Murals at Gym

Consider incorporating BIPOC art murals on the west side of the gym to honor and support diverse communities across campus. Positioning artwork in this highly visible area creates a visual backdrop for the environmental staircase corridor and adjoining open lawn, fostering inclusion and enriching the campus environment.

7. Corp Yard Expansion Needs

Anticipate evolving needs of campus growth by expanding the corp yard to provide additional facilities and storage. This approach supports efficient operations and ensures campus services can adapt as demands increase.

8. Athletic Field Enhancements

Expand and improve the athletic complex by introducing a new press box for the soccer field, along with additional amenities for athletes and visitors. Prioritize shaded structures and strategically placed seating in high-traffic gathering areas to create a welcoming environment and support positive user experiences.

9. Multi-Purpose Pad at Harris Center
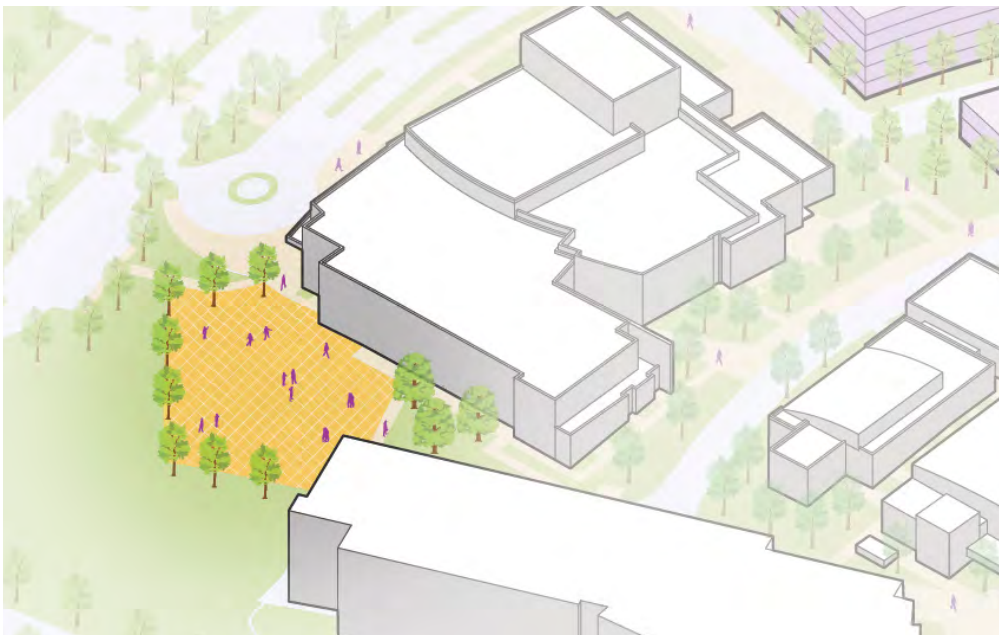
View of Multi-Purpose Pad at Harris Center adjacent to Oak Hall

Expand and improve the athletic complex by introducing a new press box for the soccer field, along with additional amenities for athletes and visitors. Prioritize shaded structures and strategically placed seating in high-traffic gathering areas to create a welcoming environment and support positive user experiences.

10. Harris Center Lobby Shade Enhancements

Add new shade structures outside the Harris Center lobby to improve comfort and usability for patrons and visitors, especially during warm weather. These enhancements will create welcoming outdoor areas for gathering, event overflow, and an improved arrival experience year-round.

11. Enhanced Student Spaces at Bookstore Location

Transform the bookstore area to better serve evolving student needs and optimize use of the space. Improvements will create more functional, inviting environments that support student collaboration, study, and engagement.

Project Descriptions (continued)

12. Enhanced FL-1 Drop Off Plaza

Incorporate shade structure and additional seating at the drop-off area to improve comfort for those waiting for transportation. Plaza enhancements can serve as an architectural gateway, strengthening the sense of arrival to campus. These upgrades should function as an extension of the existing bus shelter, addressing current seating limitations and improving the overall experience for campus users.

13. Quad Upgrade Between FL-1 and FL-2
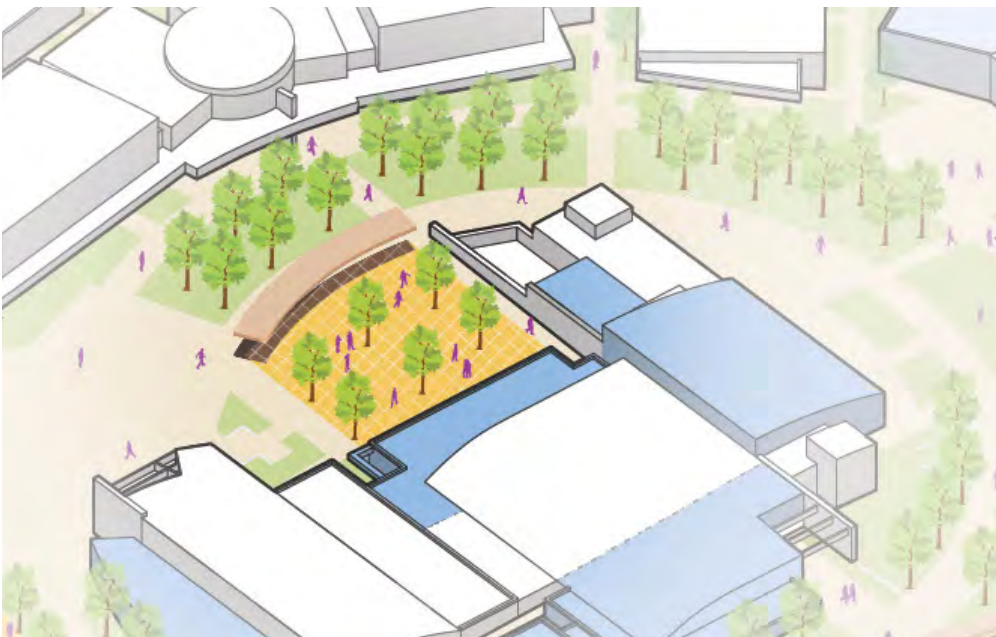
View of renovated exterior space between Aspen Hall (Fl-1) and Cypress Hall (Fl-2)

Incorporate shade structure and additional seating at the drop-off area to improve comfort for those waiting for transportation. Plaza enhancements can serve as an architectural gateway, strengthening the sense of arrival to campus. These upgrades should function as an extension of the existing bus shelter, addressing current seating limitations and improving the overall experience for campus users.

14. Enhanced Campus Identity at College Parkway Entry

Maintain and expand formal planting along College Parkway to create a welcoming and distinctive approach to campus. Integrate campus branding through way-finding and signage, while providing opportunities to introduce native plantings for long-term landscape sustainability and visual interest.

15. Proposed Surface Parking Lot at NW Bidwell Entry

Advance the design of the surface parking lot with enhanced drainage systems that treat storm-water runoff to meet local agency standards. Incorporate a storm-water detention basin if needed to manage increased flows during 10-year and 100-year storm events, unless existing facilities can provide adequate mitigation—availability and effectiveness should be verified during design

Address the site's topographic grade differential by integrating multiple accessible pathways across Campus Parkway and linking smoothly back to the campus core. Carefully design pedestrian routes within the parking lot to minimize conflicts with vehicle traffic, ensuring safety and convenient access for campus users.

16. Parking Garage

Design the parking garage to provide seamless, accessible pathways to and from the structure, facilitating smooth ingress and egress. Prioritize connectivity with Campus Parkway and minimize conflict points with adjacent parking lot intersections to ensure efficient flow. As part of the design, evaluate the campus fire water system to verify its capacity for necessary fire flow levels.

The site's relatively flat topography offers an optimal setting, minimizing structural impacts on existing infrastructure. Plan for utility relocations—particularly irrigation and electrical systems—and incorporate drainage improvements to promote responsible storm-water management and runoff quality.

17. Future Building A

Develop a new academic building that responds to student needs and program requirements, supporting growth and advancing the college's educational mission. The design and placement will reflect current priorities while allowing flexibility for future adaptation.

17A. Flex Outdoor Teaching Space
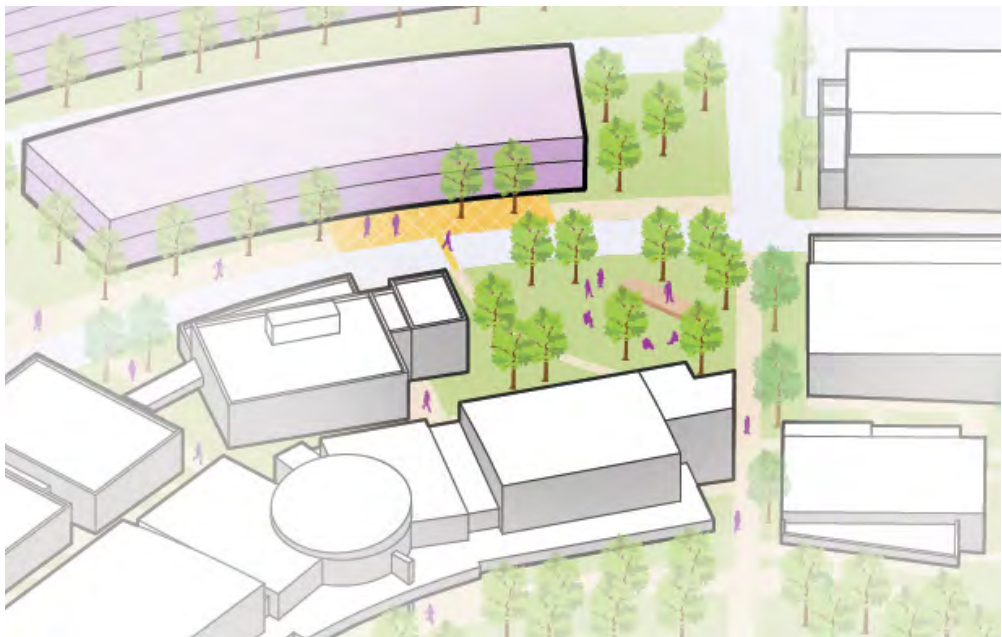
View of Flex Outdoor Teaching Space adjacent to Future Building A

In conjunction with the development of Building A, transform the outdoor lawn area into an outdoor classroom that leverages the existing terrain. Establish a natural "bowl" with integrated seating walls and suitable surfacing for exterior learning. The design should reflect the needs of academic programs planned for Building A, enabling flexible teaching and engagement in an open-air setting. Consider appropriate outdoor electrical outlet placement to support instructional technology and enhance usability for a variety of academic activities.

18. / 19. Future Building B and C

Develop new academic buildings that respond to student needs and program requirements, supporting growth and advancing the college's educational mission. The design and placement of Buildings B and C should be coordinated to create a synergistic site layout, fostering collaboration and shared activity between the facilities. These buildings will reflect current priorities and allow flexibility for future adaptation, ensuring cohesive integration within the campus.

Vehicular Circulation

Improving vehicular circulation is essential to creating a campus that is accessible, safe, and convenient for everyone. Folsom Lake College is focused on strategic enhancements to accommodate increased traffic and evolving infrastructure needs. Key moves include constructing a parking garage near the Harris Center and a surface parking lot at East Bidwell Street to expand capacity.

The addition of new drop-off lane and a roundabout at the Athletics Complex aims to streamline traffic flow and reduce congestion. By redesigning internal parking layouts and preserving accessible parking spaces, the college ensures convenient access across campus. These initiatives enhance the campus experience, catering to present demands and future growth.

These improvements underscore Folsom Lake College's dedication to creating a campus environment where infrastructure not only supports functionality but also enhances the personal experience of its community members. By prioritizing strategic developments and thoughtful design, the college ensures that campus access is efficient and welcoming.

This vision for vehicular circulation builds on a foundation of inclusivity, ensuring that students, staff, and visitors can easily navigate and engage with the campus. As the college continues to grow, these enhancements provide a scalable framework that meets evolving needs while reinforcing a commitment to sustainability and accessibility.
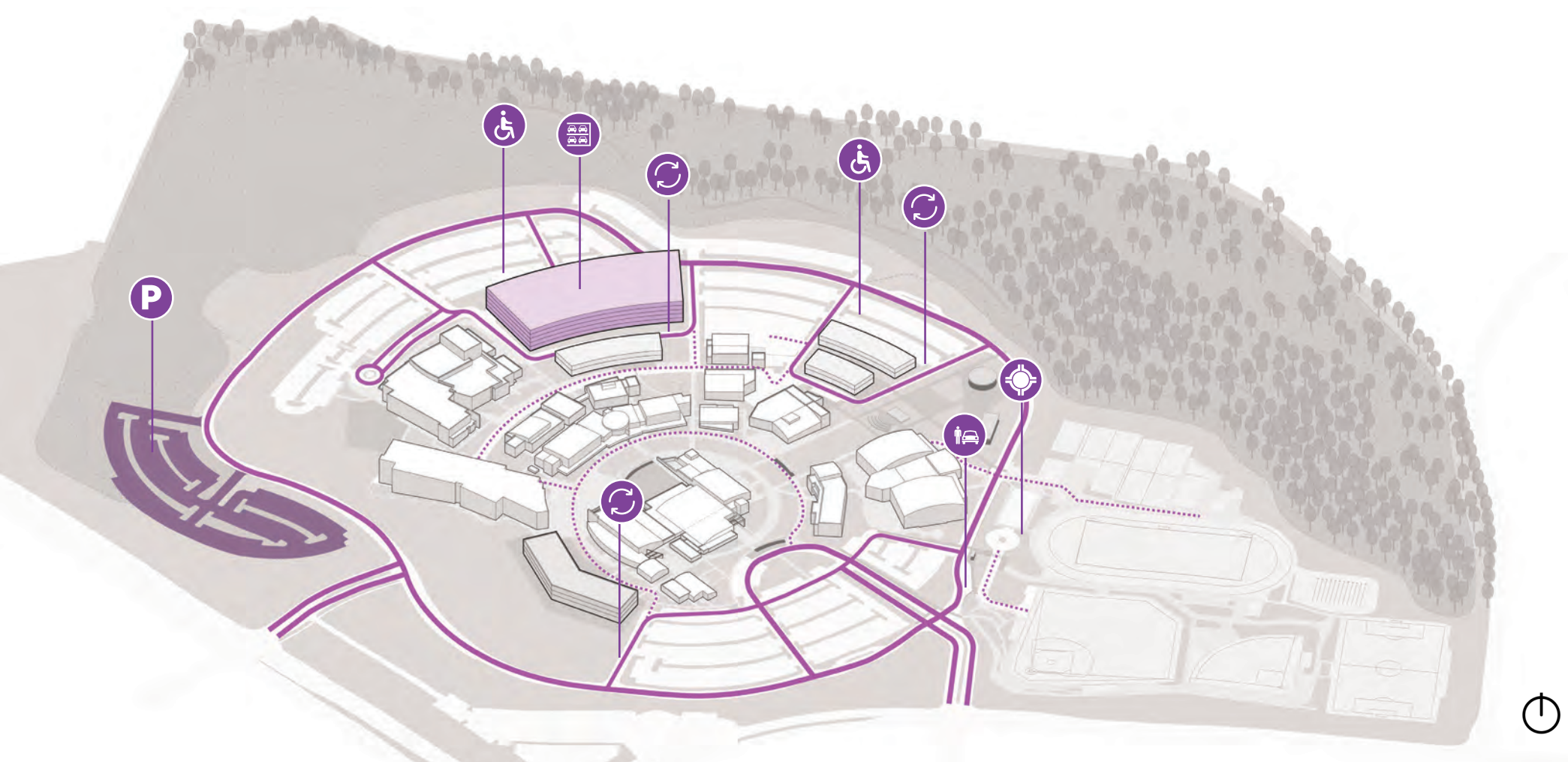
Enhancing Vehicular Circulation Guidelines

To optimize vehicular flow and accessibility at Folsom Lake College, a strategic set of guidelines aims to improve traffic management and parking availability across campus:

Development of a New Parking Garage
Construct a parking facility adjacent to the Harris Center to increase capacity for event attendees and daily users, ensuring easy access to key campus facilities.

Establishment of a New Surface Parking Lot
Create additional parking at the East Bidwell Street and College Parkway intersection, enhancing capacity and facilitating smooth driver ingress and egress.

Implementation of a Drop-Off Lane
Develop a new drop-off lane along College Parkway near the Athletics Complex to reduce congestion during peak times.

Introduction of a Roundabout
Install a roundabout within the Athletics Complex parking lot to improve traffic flow and minimize congestion.

Optimization of Internal Parking Circulation
Redesign internal parking circulations where new buildings are proposed over existing spaces to sustain effective traffic patterns without losing any current parking spots.

Preservation of Accessible Parking
Ensure that no parking spots, particularly accessible ones, are lost during redesign efforts. Maintain accessible parking spaces within reasonable proximity to newly sited buildings to ensure convenience and accessibility for all users.

Note: The diagram above indicates suggested areas for incorporating guidelines (right), while recognizing that additional opportunity areas may be considered. As implementation plans are developed, further evaluation should ensure alignment with the campus's current needs and priorities.

Pedestrian Circulation

Pedestrian circulation is a defining feature of campus life, shaping how students, faculty, and staff navigate their daily routines. Currently, the circulation network at Folsom Lake College is structured around key arteries that stem from peripheral parking lots. These pathways direct flow towards the campus core, traversing notable landmarks such as Oak Hall, Aspen Hall, and Cypress Hall.

The primary east-west corridor seamlessly connects key academic buildings from Parking Lot C to Parking Lot A, facilitating efficient movement across the campus. Additionally, an inner loop encircles the central campus, linking academic and student life facilities, though varying in use depending on building concentration and traffic volume.

The focus is on addressing identified challenges such as ensuring pedestrian safety, minimizing conflict points with vehicular movements, and reinforcing connections to natural spaces. By refining existing pathways and introducing new strategic connections, the aim is to create a more intuitive circulation system that embodies accessibility and aesthetic harmony.

With these enhancements, the campus will continue its evolution into a cohesive and engaging educational environment, inviting all who visit to explore and connect effortlessly.
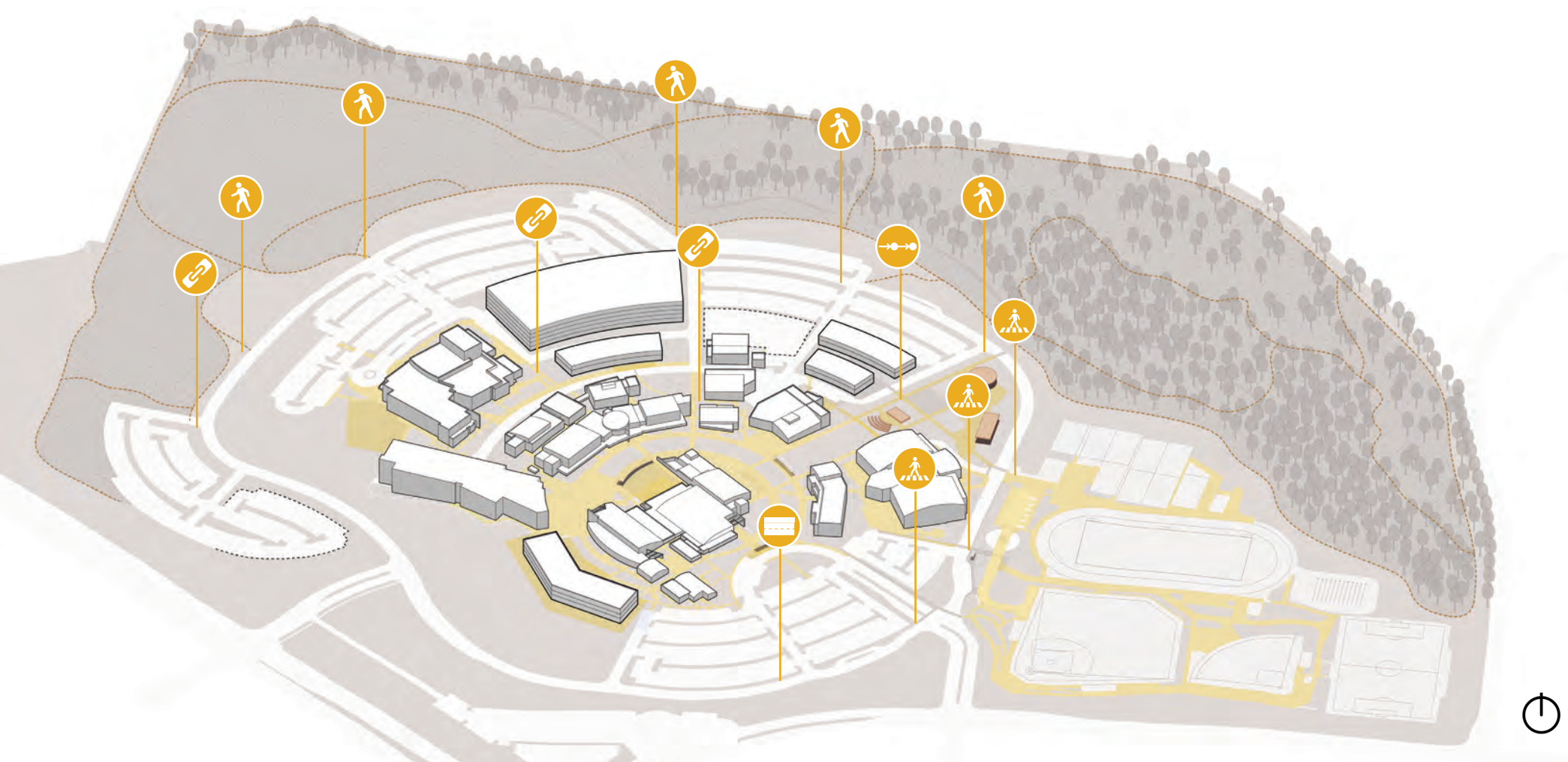
Improving Pedestrian Circulation Guidelines

Improving pedestrian circulation at Folsom Lake College supports a campus that is safe, accessible, and connected. The following guidelines enhance key pathways and crossings, ensuring convenient movement and a welcoming experience for all campus users.

Crossing Connections
Establish direct pathways across College Parkway to facilitate access to trail heads, enhancing integration with the natural landscape surrounding the campus.

Linkages to Parking Areas
Develop clear connections from central hubs such as Oak Hall and the Harris Center to newly planned parking facilities near the East Bidwell Street entrance, ensuring intuitive access and egress.

Protected Crossings
Implement protected pedestrian crossings at key points like College Parkway to improve safety around heavily trafficked areas like the athletics complex and Gymnasium.

New Sidewalk Infrastructure
Enhance pedestrian pathways with additional sidewalks adjacent to areas like Parking Lot A, boosting accessibility and traffic flow.

Environmental Staircase and Cultural Center Integration
Reinforce the corridor of the environmental staircase and introduce new paths connecting it to the cultural center and outdoor classroom, promoting a unified and fluid campus experience.

Note: The diagram above indicates suggested areas for incorporating guidelines (right), while recognizing that additional opportunity areas may be considered. As implementation plans are developed, further evaluation should ensure alignment with the campus's current needs and priorities.

Campus Identity

Campus identity serves as the cornerstone of a cohesive educational environment, reflecting the unique character, values, and aspirations of an institution. A well-defined campus identity fosters a sense of belonging and pride among students, staff, and visitors, creating a vibrant community atmosphere that enhances the overall educational experience.

At Folsom Lake College, the careful cultivation of campus identity is integral to promoting engagement, building tradition, and inspiring innovation. By weaving together architectural elements, natural landscapes, and cultural expressions, the campus becomes more than just a physical space; it transforms into a living, breathing entity that embodies the college's mission and vision.

A distinct campus identity not only impacts current community members but also serves as a beacon attracting prospective students and faculty, forming a lasting impression that echoes beyond the boundaries of the institution. The integration of strategic design, landscaping, and cultural features ensures that the campus remains a welcoming, inspiring, and enduring icon of learning and growth.
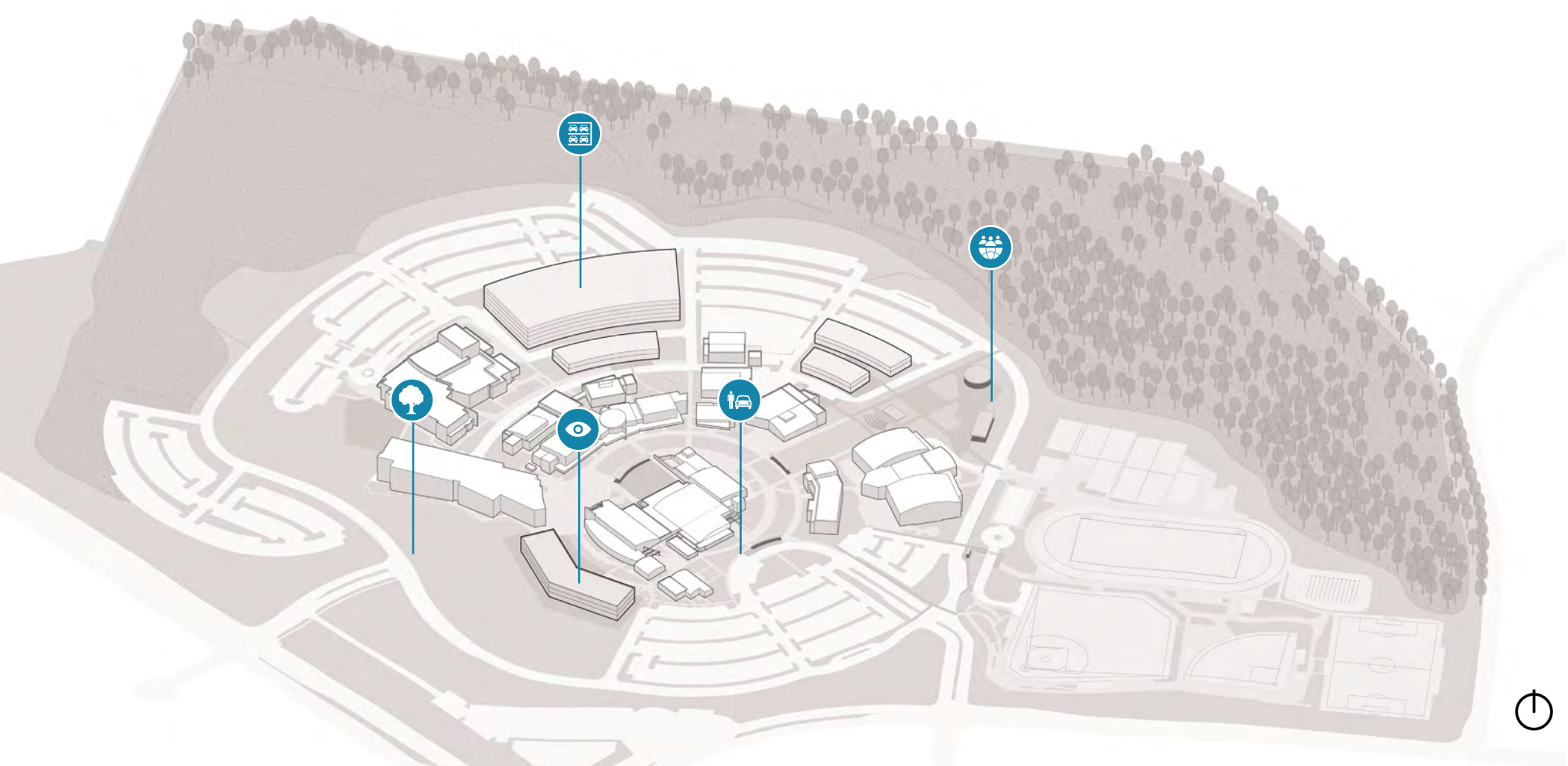
Note: The diagram above indicates suggested areas for incorporating guidelines (right), while recognizing that additional opportunity areas may be considered. As implementation plans are developed, further evaluation should ensure alignment with the campus's current needs and priorities.

Enhancing Campus Identity Guidelines

Fostering a distinctive campus identity at Folsom Lake College involves strategic actions that highlight its unique characteristics and community values. The following guidelines aim to integrate aesthetics, functionality, and cultural expression.

Instructional Building Visibility
Position new academic buildings adjacent to Oak Hall in a way that is strategically visible from East Bidwell Street to serve as prominent architectural landmarks.

Gateway Landscaping Enhancement
Develop landscaping in front of Oak Hall and proposed instructional buildings that reflect the existing plant palette, incorporating oak trees, native grasses, crepe myrtles, and Chinese elm trees to harmonize with existing environments.

Parking Garage Façade Design
Incorporate decorative façade elements on parking garages, such as murals and Folsom Lake College branding, to enhance both visual appeal and campus branding.

Cultural Center and Outdoor Classroom Integration
Use these spaces to showcase the campus's environmental and cultural identity, fostering stronger community connections and engagement.

Enhanced Drop-Off Areas
Design drop-off areas to reflect the architectural character of Aspen Hall, ensuring they function as architectural extensions that enhance the arrival experience.

Campus Way-finding

Effective campus way-finding is essential for creating an intuitive and accessible environment for all who visit Folsom Lake College. Thoughtfully designed way-finding systems not only guide students, faculty, and visitors efficiently across campus but also contribute to the overall aesthetic and identity of the institution.

Key features of the campus way-finding plan include clear signage, strategically placed directories, and consistent visual cues that align with the college's brand identity. By incorporating these elements, navigation across the campus becomes seamless, enhancing the visitor experience and reducing confusion.

Additionally, pedestrian pathways and prominent landmarks are emphasized to facilitate ease of movement and orientation, ensuring that both first-time visitors and long-time community members feel confident and informed as they explore the college grounds.

Ultimately, effective way-finding underscores the institution's commitment to accessibility, inclusivity, and community engagement, providing a reliable network for exploration and interaction within the college environment.
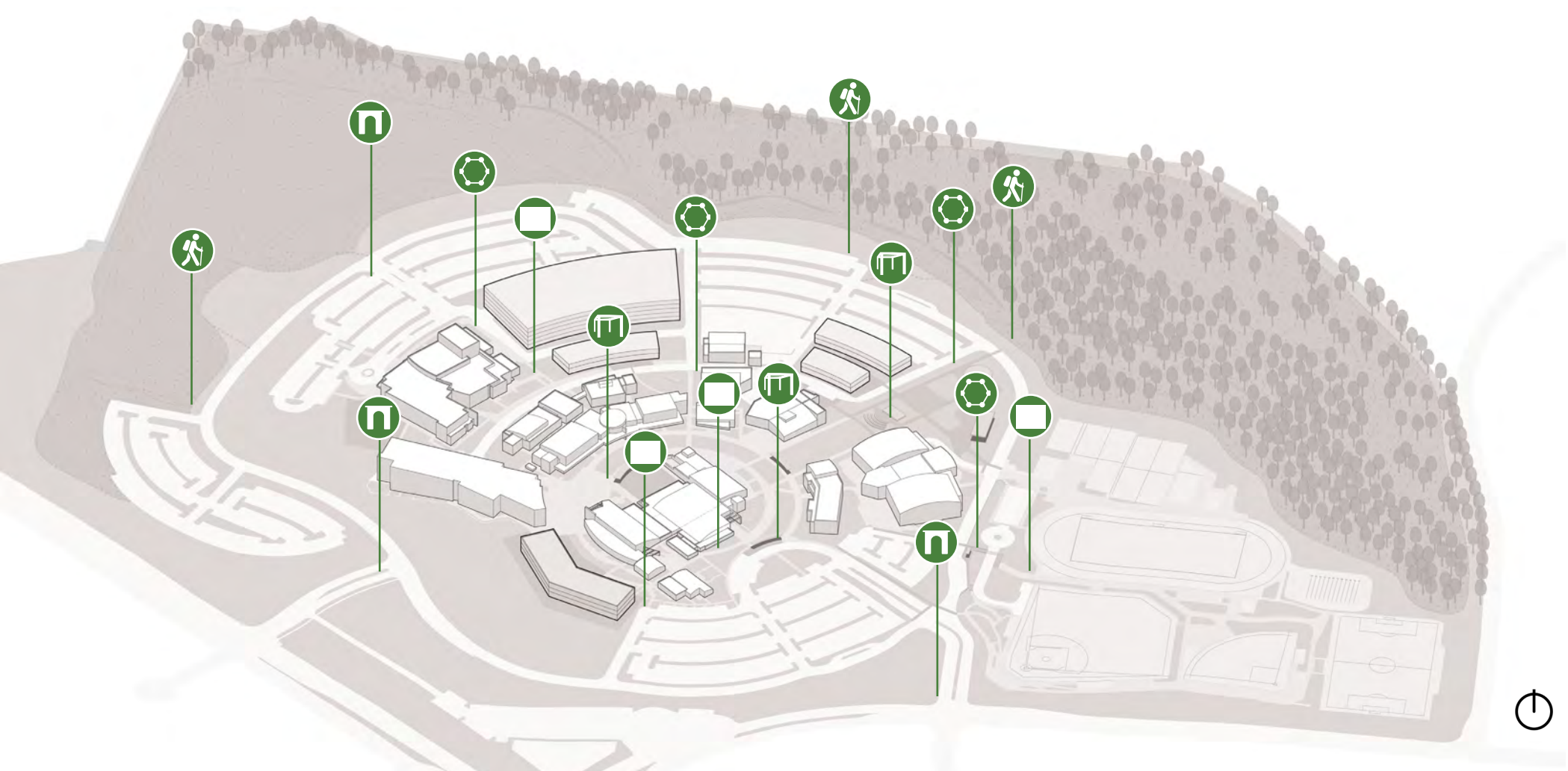
Note: The diagram above indicates suggested areas for incorporating guidelines (right), while recognizing that additional opportunity areas may be considered. As implementation plans are developed, further evaluation should ensure alignment with the campus's current needs and priorities.

Enhancing Campus Way-finding Guidelines

Improving campus navigation at Folsom Lake College involves strategic enhancements aimed at creating a seamless and inviting experience for all visitors. The following guidelines outline key integrative approaches:

Campus Arrival
Establish a clear sense of arrival through prominent and coordinated signage at key campus thresholds—especially along East Bidwell Street and College Parkway

Pedestrian Directional Signage
Install clear, visible directional signage at key campus entry locations to guide pedestrians to major destinations. Signs should be positioned along primary walkways for maximum visibility and designed for easy comprehension, supporting a positive arrival experience and efficient way-finding for all campus visitors traveling on foot.

Cohesive Path Network
Strengthen way-finding and connectivity between parking areas, pathways, and destination buildings to guide movement intuitively across campus

Integrated Visual Design Language
Embed way-finding into the architectural and landscape fabric—using materials, shade structures, and planting patterns to communicate orientation and reinforce campus identity.

Nature and Trail Connectivity
Extend the campus experience into its ecological edges, connecting new parking areas and the wetlands trail through consistent signage and landscape cues.

Campus Security and Safety

Folsom Lake College prioritizes the safety and security of all students, faculty, and staff through a comprehensive campus safety program. The campus is regularly patrolled by sworn officers from the Los Rios Police Department (LRPD), ensuring the protection of life and property.

Faculty and staff receive extensive training to respond effectively to emergency situations. For added peace of mind, personal safety escorts are available for individuals who may feel uncomfortable walking to their vehicles alone. Strategically placed outdoor emergency telephones, marked by blue lights, provide immediate connection to Los Rios Police Dispatch in case of emergencies. The locations of these phones are clearly indicated on campus maps.

Important safety considerations on campus include:

- Remaining aware of your surroundings, especially after dark
- Utilizing safety escort services when needed.
- Familiarizing yourself with the locations of emergency telephones and exits.
- Reporting suspicious activity or safety hazards immediately to campus authorities.
- Reviewing campus emergency procedures and participating in safety drills as offered.

Folsom Lake College's proactive approach ensures a secure campus environment, fostering a community where everyone can focus on learning and personal growth.
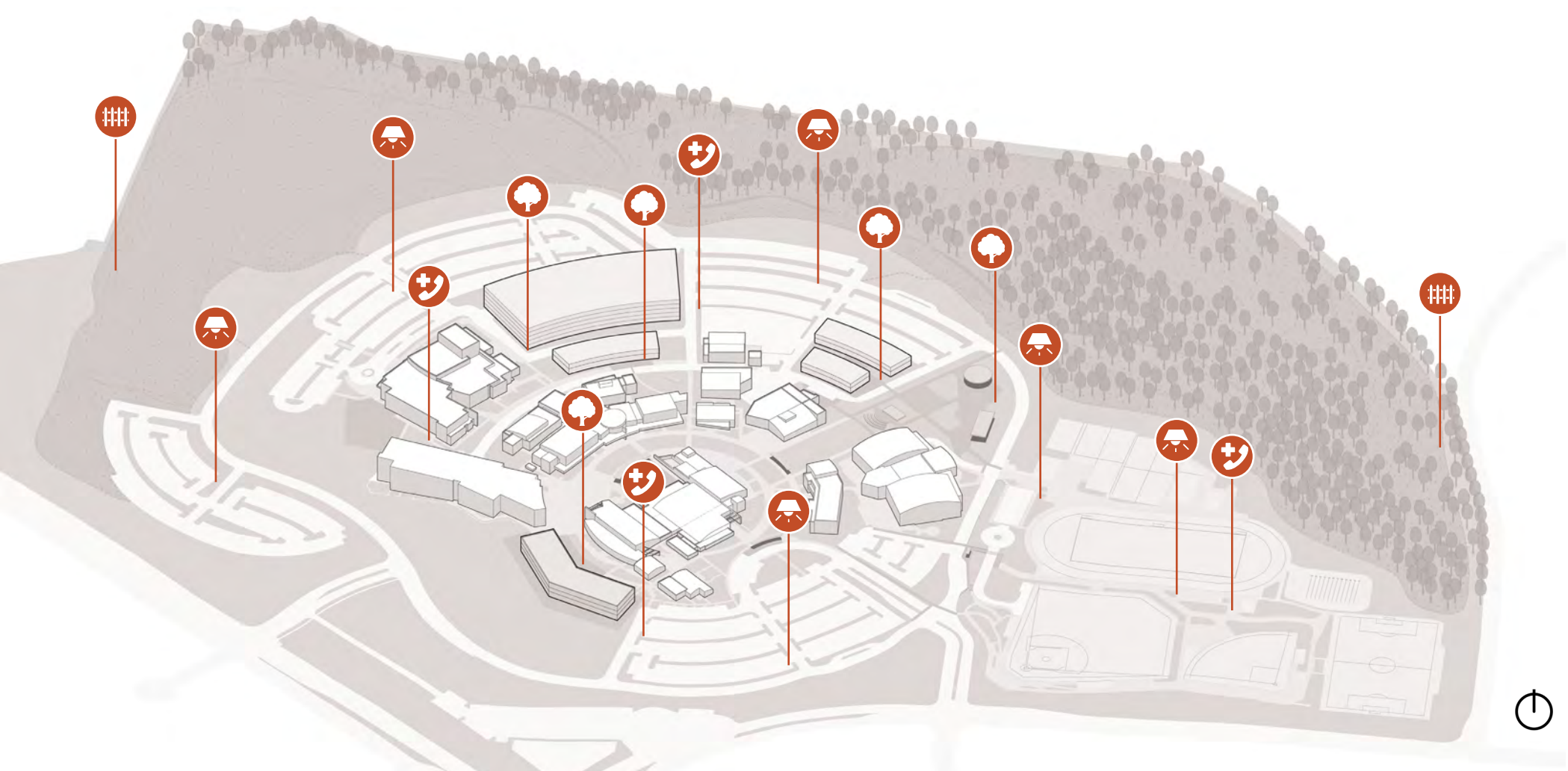
Campus Security and Safety Guidelines

Environmental design plays a vital role in enhancing campus safety and security by shaping spaces that deter crime, support emergency response, and promote a sense of well-being. At Folsom Lake College, thoughtful environmental design can advance existing safety measures and further reinforce a culture of security. Key strategies include:

Perimeter Protection
Install security fencing around sensitive areas, like wetlands, to control access while preserving these natural spaces and regularly inspect and maintain these barriers to ensure their effectiveness.

Traffic and Pathway Management
Design clear pedestrian pathways and designated vehicle zones to reduce conflicts and accidents on campus while implement traffic calming measures where needed to enhance pedestrian safety.

Site Visibility and Lighting
Well-designed campus pathways, open sight lines, and ample lighting around walkways, parking areas, and building entrances discourage unwanted activity and help people feel secure—especially after dark.

Strategic Placement of Emergency Features
Locating blue-light emergency telephones and security cameras in highly visible, easily accessible areas ensures quick access in emergencies and increases their deterrent effect.

Landscape and Building Design
Thoughtful landscaping avoids creating hidden spaces, preserves visibility, and directs pedestrian flow toward well-monitored areas. Building entries can be designed for controlled access and surveillance.

Note: The diagram above indicates suggested areas for incorporating guidelines (right), while recognizing that additional opportunity areas may be considered. As implementation plans are developed, further evaluation should ensure alignment with the campus's current needs and priorities.

Sustainability

Overview

These design priorities* are a part of Folsom Lake College's commitment to sustainability and resiliency. They will be used by Folsom Lake College for a holistic approach to design on projects of all sizes, from small system upgrades and renovations to major renovations and new construction projects.

Folsom Lake College will routinely review and update these priorities as they track progress toward carbon neutrality and other goals and as social, economic, technological, and environmental factors evolve.

 * Design priorities for Folsom Lake College are grounded in the American Institute of Architects (AIA) Framework for Design Excellence. These priorities support achieving LEED credits.

At a minimum, new projects must achieve the latest LEED version of Building Design and Construction (BD+C) Silver Certification. When feasible, design team shall work toward achieving LEED Gold Certification, aiming to enhance sustainability and environmental efficiency.

LEED was developed by the U.S. Green Building Council (USGBC) beginning in the early 1990s, with the first version launched in 1998. This system has continually evolved from an early green building standard into a comprehensive system that now addresses global challenges like climate change, decarbonization, social equity, and community-wide sustainability.

This evolution includes major updates like the introduction of LEED v4 in 2013, which emphasized performance and human health, and the most recent LEED v5 (2025), which makes carbon as a core metric and integrates resilience planning. The system has also expanded beyond single buildings to certify entire cities and communities, broadening the scope of sustainable development.

California Requirements

There are several legislative requirements that will affect the minimum or prescriptive requirements for the new projects.

Buy Clean California Act (BCCA)
The Buy Clean California Act (BCCA) (Public Contract Code Sections 3500-3505) was enacted in October 2017 in an effort to reduce greenhouse gas emissions released during the manufacture and transport of products used in public infrastructure projects. The Department of General Services (DGS) requires submittal of Environmental Product Declarations (EPDs) for eligible materials (carbon steel rebar, structural steel, flat glass, and insulation) on construction contracts for public works projects, entered into on or after July 1, 2022.

For eligible projects with contracts signed on or after July 1, 2022, contractors must submit facility-specific material or product EPDs before the material will be accepted for installation. The EPD must show that the facility-specific global-warming potential of the material or product does not exceed maximum global-warming potential (GWP) value as published by the Department of General Services Procurement Division.

Materials with GWPs greater than the threshold value cannot be used on eligible projects. If the contractor fails to both provide an EPD for an eligible material and receive written acceptance from the State, installation may not proceed and compensation may be withheld, and/or the contractor may be liable for all costs associated with removal of an eligible material installed prior to State's review and acceptance.

California Green Building Standards Code (CALGreen)
California Green Building Standards Code (CALGreen) was developed to:

(1) reduce GHG from buildings
(2) promote environmentally responsible, cost-effective, healthier places to live and work
(3) reduce energy and water consumption
(4) respond to the environmental directives of the administration.
Direction of Title T-24: CALGreen improves public health, safety, and general welfare through enhanced design and sustainable construction of buildings while conserving natural resources. Adopting all CALGreen's 2022 standards will save more energy and reduce GHGs further than current mandates. GHGs could be reduced on average by 0.2 metric tons per building, per year, compared to the mandatory Energy Code. That is like having 2,600 fewer cars on the road for the first year, according to the CEC.

The total impact of the carbon dioxide emissions from the 2022 Energy Code and CALGreen updates equals sidelining 8,000 cars for the first year, and 24,000 cars by the third year. The latest evaluation focuses on reducing greenhouse gases, with a significant emphasis on embodied carbon reduction, which can be achieved through building reuse, whole building life-cycle assessments (WBLCAs), or the use of environmental product declarations (EPDs).

Electrifying buildings is critical to helping the State meet its long-term climate and carbon neutrality goals, which is why CALGreen has provisions for including battery storage for solar and heat pumps for space and water heating. Energy conservation standards established by Title 24 are maintained, however two separate sets of more rigorous but voluntary code provisions, called "Tier 1" and "Tier 2" may be adopted by municipalities or institutions holding jurisdiction. For new projects, verify the requirements with the Folsom Community Development Department or the Building Official, as local ordinances can change.

The City of Folsom specifically added a local amendment requiring compliance with CALGreen Tier 1 measures for both indoor and outdoor water efficiency and conservation.

Project will need to comply with the current code cycle at time of project submittal. The team should be aware some municipalities may adopt additional CALGreen Requirements.

Sustainability (continued)

Applicability

The applicable sections are based on the project's scope of work and budget. Folsom Lake College will determine which priorities are relevant to each project, informing the project scope and consultant RFPs.

Each applicable strategy will be documented and tracked by Folsom Lake College and their consultants.

Design for Integration

Good design elevates any project, no matter how small, with a thoughtful process that delivers both beauty and function in balance. It is the element that binds all the measures together with a big idea.

On all projects except equipment replacement and small renovations <5,000 SF:

• Project kickoff to include discussion of Folsom Lake College Design Priorities, integrating all categories into the project vision, guiding principles, goals, and/or measures of success.

• Hold an integrative design charrette or workshop no later than Schematic Design including all design disciplines and key Folsom Lake College stakeholders to discuss project opportunities, challenges, sustainability goals, and the applicable categories of these design priorities.

• A short narrative (est. 200 words per measure) demonstrating how these priorities will be incorporated into the project, including goals, objectives, and potential challenges or conflicts.

• Initiate an integrated, holistic design process early and continue through the construction phase to meet sustainability performance goals.

Design for Equitable Communities

Good design positively impacts future occupants and the larger community. Current needs are met without compromising the needs of future generations, or their ability to thrive.

On new construction and major renovation projects (review and discuss for all other projects to determine applicability):

• Discuss and plan stakeholder engagement strategy using Arnestein's Ladder of Citizen Participation. (Confirm w/ Folsom Lake College)

• Engage Folsom Lake College marketing and communications team early to establish a communications plan for the project. (Confirm w/ Folsom Lake College)

• Request equity demographic data and workforce development program information from contractors and suppliers. (Confirm w/ Folsom Lake College)

• Use universal design as a guiding principle for all projects.

• Design simple, intuitive points of access, path of travel, and circulation that avoids barriers and provides universal access. When providing at-grade street crossings, provide enhanced signage, lighting, and other best practices as outlined in the National Association of City Transportation Officials (NACTO) Design Guidelines.

• Every building must have at least one lactation room. (Confirm w/ Folsom Lake College)

• Discuss gender neutral restroom approach during programming. At minimum, every building floor must have (1) gender neutral restroom.

• Follow Folsom Lake College bike infrastructure plan. (Does the campus have a bike infrastructure plan?)

• If project is within 1 mile of existing or planned bike and walking paths, water and birding trail, or transit stops, consult with local gov't official in creation of connection. (Confirm w/ Folsom Lake College)

• Provide site lighting for safety. Limit dead ends and/or visually isolated spaces that may pose security concerns. Employ measures of crime prevention through environmental design (CPTED).

• Provide opportunities for the students and public to engage with the outdoor environment, including but not limited to plantings, site furniture, seat walls, patios, and public art.

Design for Ecology

Good design mutually benefits human and nonhuman inhabitants. On projects involving site-work:

• All outdoor lighting systems must be compliant with the latest International Dark-Sky Association's standards. When specifying exterior luminaries, systems shall utilize full cutoff type luminaries and designate distribution type and foot candle footprint of the luminaire. Motion-activated, zoned, and scheduled lighting should be used to minimize footprint and adapt lighting to actual user needs.

• Provide shading to reduce the urban heat island effect with passive environmental strategies to reduce heat absorption of hardscape and building exteriors.

• Identify project site areas, excluding the building footprint, that can be conserved or planted with native, pollinator-friendly vegetation or low-maintenance rain gardens. These habitats contribute to achieving multiple LEED credits in Sustainable Sites and Water Efficiency. This approach offers various benefits, including reduced flooding, enhanced water quality, improved aesthetics, and serving as wildlife habitats.

• On new parking lot projects:
Provide shading to reduce the urban heat island effect with tree islands and/or structures that provide shade. Shade structures must have a vegetated roof, solar PV, or have a min SRI of 29.

• On projects involving building envelopes:
For building elevations with 20% glazing or greater, incorporate bird-deterrent strategies at the lowest two stories or tree canopy height, whichever is greater.

Sustainability (continued)

Design for Water

Good design conserves and improves the quality of water as a precious resource. For all measures, the project shall follow federal, state, and local requirements; and California Green Building Code (CALGreen) requirements.

New building or major renovation projects with site work greater than 3,000 SF or projects that disturb more than 2,000 SF of impervious area

• Manage storm-water to meet required percentage of site infiltration, evapotranspiration, and runoff according to soil type. Reduce post-development total suspended solids (TSS) by 80%, regardless of particle size, and 60% of post-development total phosphorus (TP).

• Propose a rainwater strategy that documents overland flows; and includes strategies to slow, cool, and clean rainwater through green infrastructure BMPs; and maximizes capture of rainwater for gray-water usage. (Confirm w/ Folsom Lake College)

On all new construction, major renovation, and projects impacting plumbing fixtures:
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• Choose plumbing fixtures meet or exceed the maximum flow rates and flush volumes specified by the CALGreen and LEED.

• Install SMART water monitoring devices on supply lines for high-usage fixtures in high-usage buildings (such as pools, site chillers, and kitchens).

Design for Economy

Good design supports human, community, and environmental health, regardless of project size and budget. Design choices must add value for owners, occupants, community, and planet.

On projects except equipment replacement and small renovations <5,000 SF:

• Leverage existing campus resources prior to suggesting a major project. For example, evaluate whether the program need can be met through scheduling.
• Submit, apply & participate SMUD Integrated Design Solutions program, which provides cash incentives and technical assistance to help new commercial projects to maximize energy efficiency.

• Prioritize existing building re-use.

• Right-size the program early and keep the square footage as efficient as possible while managing design for change.

• Perform Life Cycle Cost Assessments for major system selection options.

Design for Energy

Good design reduces energy use and eliminates dependence on fossil fuels while improving building performance, function, comfort, and enjoyment.

To promote the design and operation of energy-efficient buildings to support carbon neutrality goals and minimize negative impacts of refrigerant selection, priorities for new construction and major renovations are as follows:

• Adhere to or surpass the latest California Energy Code, Title 24, Part 6. Folsom Lake College anticipates energy performance that exceeds state requirements when feasible.

• Evaluate feasibility for increased heat recovery engagement above and beyond code-minimum energy requirements in support of increased electrification of campus heating utility, strategies may include exhaust air heat recovery and other sources of heat such as interior IT equipment spaces.

• Perform energy modeling.

• Utilize low global warming, low ozone depleting refrigerants for new or replacement refrigerant-based equipment: 20 tons cooling and below shall be HFC refrigerants or approved equivalent, above 20 tons cooling shall be HFO refrigerants or approved equivalent.

• Install energy utility sub-metering, utility meters may be acceptable.
• Employ commissioning in accordance with the most current Leadership in Energy and Environmental Design (LEED) new construction or commercial interiors requirements, including minimum one-year post-construction energy evaluation.

• Collaborate with the SMUD SolarShares program to ensure compliance with the latest California Energy Code, Title 24, Part 6, for solar-readiness. This involves identifying suitable roof or site areas, ensuring appropriate roof construction and warranty, planning for electrical infrastructure pathways, designating interior locations for system components such as controls and inverters, and ensuring sufficient electrical panel and breaker space.

• Collaborate with the SMUD SolarShares program to evaluate the feasibility of solar PV during existing building renovation projects. This process includes, but is not limited to, conducting a structural feasibility analysis, proposing system layouts, assessing annual energy performance, reviewing main electrical system readiness, and coordinating with electrical utilities.

• Collaborate with the SMUD SolarShares program to ensure compliance with the latest California Energy Code, Title 24, Part 6, when designing for on-site battery storage. This collaboration supports meeting energy efficiency standards effectively.

Sustainability (continued)

Design for Well-Being

Good design supports health and well-being for all people, considering physical, mental, and emotional effects on building occupants and the surrounding community.

On all projects, where applicable:

• Identify and incorporate biophilic design strategies.

• Provide access to daylight and quality views in all regularly occupied spaces, while balancing the impact of glazing on energy use.

• Identify acoustic comfort goals, especially in gathering spaces, classrooms, and offices.

• Design indoor and outdoor opportunities for positive informal social interactions.

• Develop and implement a cool pavement master plan to expand the use of cool pavement across the campus to mitigate the Urban Heat Island Effect.

• Eliminate or reduce artificial sports turf to reduce exposure to extreme heat.

• Consider the use of heat mitigation measures particularly in common campus gathering spaces. Measures may include the incorporation of: (1) building design features (e.g., varied building heights; setbacks from sidewalks; vertical and horizontal shade features); (2) cooling materials, treatments, and coating (e.g., for rooftops); (3) multiple layers of shading to maximize coverage throughout the day; and (4) street trees and landscaping.

• Designing and installing bus shelters that offer protection and relief from heat.

• Implement heat-mitigation amenities, such as drinking fountains, water mister/spray areas, and shade structures in outdoor campus gathering areas.

• Consider pursuing WELL Certification to enhance the health and well-being of building occupants. IWBI and USGBC offer a streamlined certification process for projects seeking both WELL and LEED certifications. The WELL system is performance-based, requiring documented verification and mandatory on-site performance evaluation by a WELL Performance Testing Agent to confirm the building operates as intended. Note that WELL Certification fees apply.

Design for Resources

Superior design depends on informed material selection, balancing priorities to achieve durable, safe, and healthy projects with an equitable, sustainable supply chain to minimize possible negative impacts to the planet. On all projects, as applicable:

• Create a construction waste management plan demonstrating waste stream separation management and at least 65% diversion from landfills.

• Survey products and materials on-site and identify those that could be repurposed.

• Establish embodied carbon reduction target for the project. Perform a whole building Life Cycle Assessment (LCA).

• Require Environmental Product Declarations (EPDs) for all construction materials.

• Prioritize materials with low embodied carbon.

• Require material inventory for all interior finishes and furniture, third party (Health Product Declarations, Declare Label Red list Free) preferred. Expiration date must be provided.

• Prioritize products that have eliminated chemicals of concern from ingredients (Declare Red list free, Cradle to Cradle Material Health Certificate).

• Prioritize Forest Stewardship Council (FSC) certified lumber in Divisions 06, 07, 08, 09, 12, 32.

• Prioritize materials and products that are extracted and manufactured within a 500-mile radius of the project site.

Sustainability (continued)

Design for Change

Adaptability, resilience, and reuse are essential to good design, which seeks to enhance usability, functionality, and value over time. On all projects except equipment replacement and small renovations <5,000 SF:

• Discuss building and system life-span expectations.

• Discuss anticipated and possible programmatic changes that the building may need to accommodate, including changes in work styles, academic pedagogy, demographics, etc. Design to meet present day needs while anticipating future needs by incorporating strategies to improve long-term adaptability.

• Working with the Folsom Lake College Emergency Management Team and using an all-hazards approach, conduct a project-based risk assessment.

List the likely hazards the project may face (environmental, climate, health, safety, etc.). Discuss the existing responses to the identified hazards and prioritize those that must be mitigated through a design response.
• Climate change projections must be considered in design, including environmental analysis, net zero analysis, engineering storm-water management systems, and energy modeling.

• Determine the role of the project in acute extreme events, including time-to-recovery if power loss or major damage occurs, passive survivability expectations/design criteria, and whether the building will serve a role in the community response (ex: emergency shelter).

• Design for deconstruction and reuse where possible, considering the end-of-life plan for building materials, furniture, and systems.

Design for Discovery

Every project presents a unique opportunity to apply lessons learned from previous projects and gather information to refine the design and construction process. On all projects except equipment replacement and small renovations <5,000 SF:

• A meeting to discuss lessons learned shall be conducted and include (at minimum) Folsom Lake College project manager, contractor, and A/E of record. This meeting shall occur within 14 days of substantial completion and cover all phases of the project from design through construction, including but not limited to Folsom Lake College Design Priorities, project successes, project challenges, certification management process (if applicable). The purpose is to gain feedback and enhance a continuous improvement process.

• Give tours to building managers and occupants on their roles and responsibilities for maintaining building performance as defined in construction documents and specifications. Define feedback mechanisms so lessons learned can be integrated into future projects on campus.

• Track and record building energy and water data.

• Conduct a pre-occupancy survey in pre-design and/or programming of all anticipated building users (students, faculty, staff) to understand how the current facility is performing, programmatic needs, and opportunities in the new facility.

• Issue a post-occupancy evaluation 9-12 months after completion of new construction and major renovation projects. Evaluation should include occupant satisfaction with the building, productivity, learning outcomes, thermal comfort, and topics specific to the goals of the project.

• Provide annotated floor/site plan(s) with bulleted talking points for building tours to be used by Folsom Lake College.

5

Appendix

Meeting Minutes

Meeting: Steering Committee Workshop #1 Meeting
Date: April 10, 2025
Location: Folsom Lake College Room FL1-20, Virtual Zoom Meeting
Attendees: Greg McCormac, Kaitlyn Baumgartner-Lee, Missy Williams, Lorilee Pitts, Tony Humphries, Wayne Jensen, Lisceth Brazil-Cruz, Jae Anderson, Joe Meyer, Tiffany Coyne, Ena Murphy, Jake Culbertson

Workshop #1 Meeting Agenda
1. Introductions & Ice Breaker
2. Why We Are Here / Where We Are Going
3. Expanding Upon Success Factors
4. Reviewing Existing Work – Keep, Chuck, Change, Add
5. Mapping What Matters

MEETING MINUTES:

1. Introduction & Overview
- The meeting opened with a review of project progress, including takeaways from previous engagements and observations. Participants were reminded that a deck summarizing these points would be shared post-workshop, with opportunities for ongoing feedback via email to FLC Leadership.

2. Previous Engagements
- Team has incorporated insights from earlier planning documents, such as the College Master Plan and Enrollment Plan.
- On-site observations and stakeholder engagement have provided new and clarifying feedback.

3. Vision & Goals
- Draft facilities master plan vision was presented, focusing on:
  1. Encouraging intentional interactions
  2. Facilitating cross-disciplinary engagement
  3. Building community
  4. Celebrating history
  5. Supporting evolving learning modalities
- Practical master plan goals were discussed:
  1. Maximizing space usage
  2. Improving traffic flow and pedestrian safety
  3. Addressing infrastructure needs
  4. Re-envisioning outdoor space usage
  5. Defining impactful renovations and new facility opportunities

4. Design Themes & Engagement Activities
- Five emerging design themes shaped by input and on-site experience:
  1. Changing Learning Modalities
  2. Becoming a Destination for Free Time
  3. Promoting Interaction within FLC Communities
  4. Celebrating and Accommodating Diversity
  5. Growth Opportunities
- Results from the "Keep, Chuck, Change" exercise were incorporated to identify priorities and opportunities for improvement.

5. Stakeholder Feedback
- **Parking & Facilities:**
  1. Dedicated parking for the gym discussed.
  2. Concerns regarding the location of the Vet Center.
  3. Inquiry into "domino effect" of instructional space changes: notification required for academic resource staff.
  4. Interest in more visible environmental staircase and enhanced faculty garden.

- **Innovation Center:**
  1. Plans to relocate and potentially expand the Innovation Center, integrating art and innovation components; current space in the library to be vacated.
- **Outdoor Spaces:**
  1. The "grassy lawn/area" adjacent to the Roost was frequently mentioned, especially regarding seating and shade.
  2. Questions raised about potential location bias influencing feedback.
  3. General consensus that more shade, seating, and outdoor furniture would benefit campus life.
- **Student & Staff Comments:**
  1. Continued value placed on athletic spaces (track, tennis courts, gym).
  2. Requests for low-cost or free parking options.
  3. Praise for wetlands as both a recreational and educational resource, though noted infrastructure needs attention.
  4. Need for more social and congregational spaces, both indoor and outdoor, particularly inclusive hubs for all student groups.
  5. Suggestions to improve accessibility, citing elevator and automatic door maintenance as ongoing concerns.
  6. Staff and faculty desire for designated gathering spaces, storage for wetlands activities, and improvements to the "conversation pit" areas.
  7. Observations regarding student tours stopping in unshaded areas, underscoring the need for comfort improvements.
- **Workshop Specifics:**
  1. Benchmarked outdoor structures in Sacramento for inspiration.
  2. Recommended intentional design solutions to connect the quad with the new science building.
  3. Noted behavioral trends regarding parking at adjacent schools.

Meeting Minutes (continued)

6. Data & Studies
- A Space Utilization Study published December 2024 was reviewed, comparing current capacity and usage metrics to Chancellor's Office standards.
- Analysis included how campus spaces meet academic and community demands.
- Findings from the Campus Experience Study highlighted stakeholder perceptions and preferences regarding campus spaces.

7. Next Steps and Action Items
- Continue collecting feedback on campus space needs and design themes.
- Confirm details and expansion scope for the relocated Innovation Center.
- Share workshop materials for further reflection and comment.
- Coordinate with academic resource team for instructional space changes as plans develop.
- Distribute summary deck and collect additional feedback via email.
- Gather further information regarding the Innovation Center's future location and amenities.
- Benchmark shade and outdoor structures for campus enhancement.
- Establish a schedule to address accessibility maintenance for elevators and door openers.
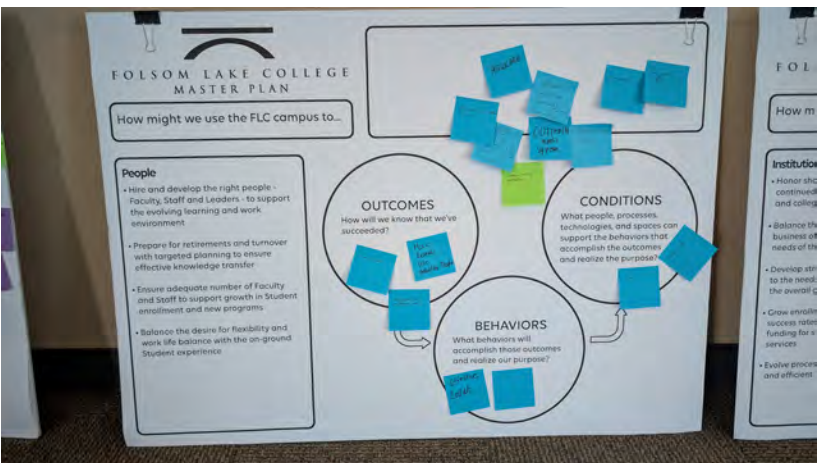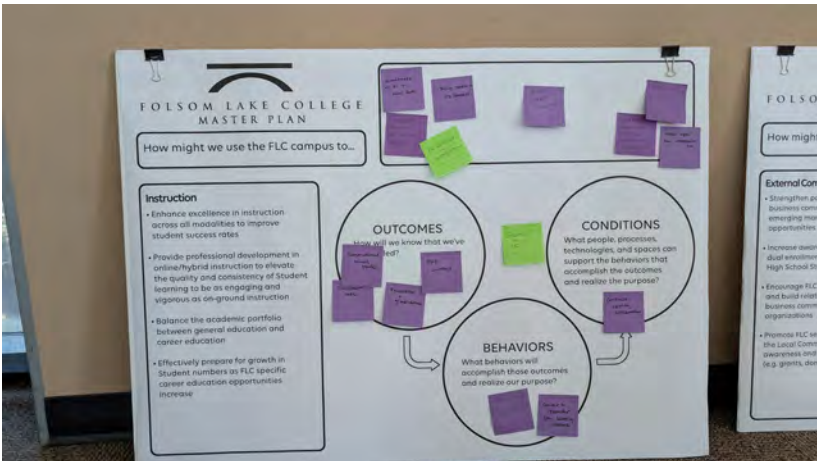
Meeting Minutes (continued)

Meeting: Steering Committee Workshop #2 Meeting
Date: May 7. 2025
Location: Folsom Lake College Room FL1-008, Virtual Zoom Meeting
Attendees: Dan McKechnie, Greg McCormac, Kaitlyn Baumgartner-Lee, Missy Williams, Lorilee Pitts, Danny Siegfried, Tony Humphries, Wayne Jensen, Joyce Heiland, Lisceth Brazil-Cruz, John Hughes, Pablo Manzo, Joe Meyer, Tiffany Coyne, Ena Murphy, Matt Combrink

Workshop #2 Meeting Agenda
1. Overview
   b. Introductions
   c. Project Schedule
   d. Engagement To Date
   e. Master Planning Vision and Physical Planning Goals
2. Emerging Design Themes Discussion
3. Keep, Chuck, Change Results and Discussion
4. Next Steps
   a. Plus/Delta

MEETING MINUTES:

1. Welcome & Opening Remarks
- The team discussed timing and format for future campus forums, emphasizing Flex Week as an ideal opportunity to engage students and staff prior to the start of the academic year. The first week of school, especially near Falcon's Roost and the new science building, was identified as a high-energy period, making it ideal for direct engagement and collecting feedback.

2. Engagement Strategy
- Student engagement remains a priority, especially during the two-week window at the beginning of the semester when campus activity peaks.
- Suggestions included "fly by" questions and focus groups to maximize input during these periods.
- The value of recruiting student help was noted for campus events and forums.

3. Review of Previous Engagement and Observations
- The group reflected on common and emerging themes from prior workshops, confirming alignment with practical and placemaking goals.
- No major outstanding issues were identified from previous discussions.

4. Strategic Use of Campus Spaces
- Conversation focused on balancing practical building goals with placemaking aspirations.
- Proposals included maximizing the function and impact of new buildings, avoiding overbuilding, and supporting flexible programming.

5. Outdoor Learning and Community Spaces
- Both students and faculty expressed strong interest in creating more outdoor classroom environments.
   1. Discussion centered on programming (frequency of class and club use) and the potential for dual-purpose community spaces.
   2. Specific locations suggested included the area behind FL-1 and unused spaces adjacent to student centers.
   3. The environmental staircase is a priority for improvement, with calls for increased seating and shade, while maintaining open views and respecting community sensitivities.
   4. Wetlands and shaded outdoor gathering spots were proposed as instructional and self-directed learning sites.
- Maintaining accessibility, lighting, and way-finding was highlighted due to the circular nature of campus and its navigational challenges.

6. Academic Program and Space Utilization
- Interest in expanding Career Technical Education (CTE) facilities remains high, with career education identified as a growth area.
- Utilization studies indicate overlap in faculty and student use of shared spaces, guiding future design for flexible collaboration zones.
- Ongoing research activities in on-campus laboratory settings were acknowledged.

7. Community, Gathering Spaces, and Student Experience
- Strategies to encourage students to remain on campus included creating engaging hubs, sticky "social boxes," and spaces for hosting children or informal Zoom meetings.
   1. The importance of designing for density and intentional gathering—rather than scattering communal spaces—was reinforced.
   2. Re-purposing high-traffic lobbies (FL-1, FL-2, Falcon's Roost, and bookstore) into vibrant community hubs emerged as a core theme.
   3. Faculty requested more alternative meeting and study spaces.
   4. Expanding and improving existing areas like the Equity Center, Mesa Science Skills Center, and personal learning zones was discussed.

8. Circulation, Access, and Way-finding
- Navigational barriers, such as fencing near athletic fields and inefficient drop-off routes, were raised as areas for improvement.
- Proposals included removing restrictive fencing, rethinking pathways from STEM to FL-1, and addressing public transit access.
- Landscape enhancements around mini-quads (FL-1, FL-2, Oak Hall) were praised, with emphasis on distribution of activity and services.

9. Funding, Phasing, and Long-Term Planning
- The master plan will prioritize projects that align with state funding eligibility and support institutional growth.
   1. Certain projects may fall under bond funding scheduled for November 2026.
   2. Avoiding over development and hiring the right architectural team were considered critical to long-term success.
   3. Two new building sites and parking options were evaluated, with caution given to the garage location and surface parking off East Bidwell.
   4. Hotel feasibility is underway and being considered outside the current master plan scope.

Meeting Minutes (continued)

10. Guiding Principles & Brand Identity
- The master plan must reflect and support the educational mission, aligning with broader Educational and Strategic Master Plans.
  1. The plan's expected timespan is 15–20 years, taking lessons from previous STEM facilities funded by long-term bonds.
  2. Principles for fostering nodes, hubs, and inertia for active campus life will be included.

11. Workshop Reflections
- The "Keep, Check, Change" exercise generated creative ideas around shade structures (Wayne), environmental staircase improvements, and densifying gathering nodes.
- Ensuring full stakeholder participation and thoughtful snacks were noted as minor logistical positives.

12. Next Steps and Action Items
- Schedule campus forum for Flex Week.
- Confirm areas for outdoor learning enhancements and shade structures.
- Incorporate findings from utilization and campus experience studies into design strategy.
- Continue dialogue with key stakeholders and update plan to maintain educational mission alignment.
- Monitor progress of hotel feasibility study and future parking solutions.

Meeting: Steering Committee Workshop #3 Meeting
Date: July 24, 2025
Location: Folsom Lake College Room FL1-008, Virtual Zoom Meeting
Attendees: Dan McKechnie, Kaitlyn Baumgartner-Lee, Missy Williams, Lorilee Pitts, Danny Siegfried, Tony Humphries, Wayne Jensen, Lorilee Pitts, Wayne Jensen, Joyce Heiland, Karla Lozano, Zack Dowell, Tamara Cheshire, Frances Graham, John Hughes, Pablo Manzo, Joe Meyer, Tiffany Coyne, Ena Murphy, Matt Combrink

MEETING MINUTES:

1. Opening Remarks & General Comments
- Dan and Missy requested to review the Sustainability Section alongside LRCCD Facilities Management.
- Coordination for the President's Letter to be handled with Karla and Kristie Hart.

2. Report Development & Justification
- Discussion focused on the Growth category, emphasizing the value of projects such as a CTE building for additional scoring or funding justification.
- Cap/Load metrics for FLC (campus only, based on recent data) assigned to Joe for further analysis.
- Noted the importance of aligning master plan projects with eligibility for state and bond funding.

3. Student Services Expansion
- Dan proposed relocating the business office to a more accessible location at FL-1, considering conversion of current space for offices or conference use.
- Growth in student services offerings noted; mandated facilities must be included in planning.
- Bookstore space likely to become available for new purposes, though focus remains on projects qualifying for bond funding.
- Basic needs services highlighted, requiring dedicated and equitable spaces for food and clothing distribution.

4. Equity, Confidentiality, and Safety in Student Spaces
- Ongoing crowding at the student center and equity center—confidentiality concerns indicate greater need for private counseling and activity spaces.
- Tony emphasized the importance of separating event-focused spaces from counseling areas.
- Kaitlyn raised behavioral intervention and safety needs, noting lack of comprehensive spaces for student services to meet collectively.
- Way-finding and welcoming strategies discussed to remedy hard-to-find locations such as the Welcome Center and avoid isolating affirming spaces.
- Ensured that traffic flow, independent study, team spaces, and inclusive design are prioritized.

5. Academic Program and Facility Opportunities
- Discussions noted the strong performance and growth of Mesa Program (Oak Hall) and importance of creating distributed academic hubs (e.g., FL-2 for clubs).
- CE (Career Education, formerly CTE) programs—including allied health, fire tech, and water management—are a major focus.
  1. The potential for a dedicated AI hub was discussed, reflecting new departmental energy and program needs.
  2. Combining career education programs in a future building or cohesive zone, with careful attention to space usage and avoiding campus overbuilding.
  3. Projects may entail facility reconfiguration for competitive funding opportunities.

6. Child Development Center (CDC) Discussion
- Recognized as a district-level decision, not solely Folsom's—child development programs and practicum requirements acknowledged.
- CDC referred to as "lab school" to emphasize programmatic and business management aspects.
- Program necessitates both indoor and outdoor spaces, strict state mandates, and district inclusion in master plan outreach.

7. Native American and Outdoor Learning Spaces
- Vision for a Native American center (indoor/outdoor) and environmental classroom at the base of the environmental staircase.
- Wetlands identified as a key asset, with opportunities for instructional use and possible tribal collaboration.
- Importance of land acknowledgment statement noted for campus master plan introduction.
- Faculty and community gardens highlighted as integral instructional spaces.

Meeting Minutes (continued)

8. Master Plan Concepts & Site Design
- Presented three master plan concepts, each reflecting different strategies for activity nodes, campus circulation, and landscape engagement.
- Concept-specific feedback:
    #1: Improved connections between parking and athletic fields needed, ensuring emergency infrastructure remains unobstructed.
    #2: Some concern about drive and traffic volume; a second building near Oak Hall (mirror image of 2.2) seen as promising.
    #3: Would require adding a parking garage, impacting campus layout and athletic parking.
- Scholar Way identified as preferred main entrance over alternatives; need to study the impact of dual front doors.
- Request for turnaround at athletic fields to be included in the next concept iteration.
- Potential for an amphitheater at the environmental staircase end discussed.

9. Project Prioritization, Funding, and Feedback
- Plan to bracket and prioritize projects in upcoming meetings, considering bond funding and other sources.
- Projects may proceed based on competitiveness and strategic needs, utilizing state, bond, and district resources.
- Inclusion of outreach centers requested, with emphasis on equitable campus connections.

10. Plus/Delta Feedback
Plus:
- Visuals were clearer and easier to navigate.
- Appreciation for presentation of multiple concepts.
Delta:
- Request for consistent numbering across all concept pages.
- Need for clearer identification and integration of the wetlands in planning documents.

11. Next Steps and Action Items
- Prepare and submit comments on the master plan by next Friday, 8/1.
- Ongoing coordination for Sustainability Section, President's Letter, and project justification efforts.
- Continued stakeholder review of draft concepts and prioritization list.

Meeting: Steering Committee Workshop #4 Meeting
Date: August 18, 2025
Location: Virtual Zoom Meeting
Attendees: Dan McKechnie, Missy Williams, Tony Humphries, Danny Siegfried, Lorilee Pitts, Wayne Jensen, Karla Lozano, Zack Dowell, Tamara Cheshire, Jae Anderson, Pablo Manzo, Joe Meyer, Tiffany Coyne, Matt Combrink

Workshop #4 Meeting Agenda
1. Overview
    a. Introductions
    b. Project Schedule Updates
2. Master Plan Concept Review
    a. Review of proposed final concept
    b. Review options for Athletic Fields pedestrian/vehicular circulation
3. Master Plan Proposed Projects
    a. Prioritize state funded projects and non-state funded projects
4. Next Step/Questions

MEETING MINUTES:

1. Master Plan Project Schedule & Milestone Review
The HGA team began by reviewing the master plan schedule, highlighting major milestones, including an upcoming faculty forum on August 22, a campus-wide forum on September 4, the delivery of a full draft report by September 29, review and comment deadline by October 10, final draft by October 17, and final delivery to the Los Rios team by October 29. A Board presentation is scheduled for November 12. Discussions centered on the need to meet these deadlines and the importance of maintaining clear communication as the plan evolves.

2. Design Concept & Building Relocation
HGA presented a proposed master plan concept that integrates features from three earlier options, with a particular focus on establishing a new instructional building as a gateway from East Bidwell. This concept aims to combine instructional space and improved campus identity, addressing multiple objectives in a consolidated solution. The team discussed the benefits of rotating the proposed Instructional building for improved visibility from East Bidwell and the opportunity to create new exterior spaces between buildings. Options for enhanced parking and a formalized campus entrance were also explored. Questions arose regarding the implications for visitor access and way-finding, emphasizing the need for thorough planning and outreach.

3. State Funding & Project Prioritization
The group deliberated on prioritizing projects that align with requirements for state funding. The proposed instructional building was unanimously identified as the highest priority, to be listed first in the master plan. Subsequent priorities included student services renovation, pedestrian safety enhancements, and improvements to the environmental staircase.

4. Campus Entry, Traffic, and Pedestrian Circulation
A significant portion of the discussion focused on entry points and traffic flow, particularly at the East Bidwell entrance. The team reviewed campus congestion issues, the impact of the four-way stop, and the relationship between parking lots and building placement. It was agreed that the driveway extension to the proposed parking lot would be removed, with the area instead shown as future surface parking and landscaping. There was consensus about redesigning the main campus entrance and reconfiguring the streetscape to function more as a pedestrian mall, rather than a vehicular thoroughfare.

5. Infrastructure, Outdoor Space, and Safety
Plans for outdoor event spaces were reviewed, with Daniel recommending a larger, more flexible ("pizza shaped") Harris Center pad for diverse activities, including overflow dining, bus events, and K-12 gatherings. The team also reviewed needs for the athletic fields, proposing additional shade and a press box based on feedback. Improvements to pedestrian sidewalks adjacent to sports areas were also discussed as a way to enhance safety and accessibility.

6. Facilities and Resource Center Planning
The Native American Resource Center was considered, with a recommendation to depict it as a pavilion or flexible gathering area rather than as a traditional building, maintaining programmatic flexibility. Enhancements to the environmental staircase were discussed, including new shading elements to improve comfort and usability. Student services were recommended to be relocated to the conference area within Aspen Hall, rather than expanding near the drop-off zone. Concerns regarding police facility parking and the logistics of supporting campus safety were reviewed with a commitment to address in updated drawings.

7. Maintaining Flexibility in the Master Plan
Daniel emphasized the need for flexibility, stressing that the master plan should be adaptable over the next five to seven years due to potential changes in funding, growth rates, and program needs. Wayne and Daniel agreed to communicate these points clearly during faculty and campus forums.

8. Feedback and Communications
The group acknowledged that continuous feedback would be essential to shaping the plan. The upcoming faculty forum will serve as an informal, drop-in session to present the latest concepts and gather input. Wayne and Daniel agreed to attend and encourage widespread faculty participation, emphasizing that all concepts are preliminary and subject to change.

9. Next Steps and Action Items
- HGA: Update the concept for the faculty forum, particularly regarding East Bidwell entrance and traffic flow concerns. Work with Dan and Jay to schedule a follow-up after the forum.
- HGA: Revise front entrance and Bidwell entrance design, prioritize the instructional building, incorporate all discussed adjustments (parking, building placement, sidewalks, Harris Center pad, environmental staircase, police parking, pedestrian mall between buildings, Native American Resource Center as a pavilion). Prepare first draft of the full master plan report by September 29.
- HGA: Adjust athletic field designs per feedback, include new shading strategies, update courtyard modifications, ensure sidewalk improvements in sports areas.
- Wayne & Daniel: Attend and present at the faculty forum, reiterate that plan concepts are flexible; work together to accurately represent master plan priorities.
- Los Rios Team: Review full draft report, provide comments by October 10, and prepare for the November 12 Board presentation.
- HGA Team: Update report based on comments and deliver a final draft by October 17, with final plan delivered to Los Rios by October 29.

Meeting: Steering Committee Workshop #5 Meeting
Date: September 18, 2025
Location: Virtual Zoom Meeting
Attendees: Dan McKechnie, Greg McCormac, Kaitlyn Baumgartner-Lee, Missy Williams, Tony Humphries, Wayne Jensen, Joyce Heiland, Lisceth Brazil-Cruz, Karla Lozano, Zack Dowell, Tamara Cheshire, Jae Anderson, Pablo Manzo, Tiffany Coyne, Elijah Ball

Workshop #5 Meeting Agenda
1. Overview
   a. Introductions
   b. Project Schedule Updates
3. Faculty & Campus Forum Recap
   a. Review Highlights from Forum
2. Master Plan Proposed Projects
   a. Review Project List and Descriptions
   b. Prioritize state projects
3. Next Step/Questions

MEETING MINUTES:

1. Meeting Summary
The team discussed the timeline and process for reviewing board meeting materials, including feedback methods and project priorities. They reviewed feedback from campus forums and presented priority projects including new buildings, renovations, and outdoor spaces. The group discussed project combinations, naming conventions, and placement details while finalizing an updated list of campus improvement priorities.

2. Schedule, FMP Draft Review
The team discussed the timeline for reviewing and providing comments on the board meeting materials, with HGA confirming that the first draft would be shared on October 10th, allowing two weeks for review, and final comments due by November 17th. They agreed to use both PDF comments and Bluebeam sessions for feedback, with Dan suggesting PDF comments might be more convenient during the busy semester. Pablo confirmed that the Board Meeting presentation date is now scheduled for December 17, 2025.

3. Campus Forums
HGA presented images from recent campus forums held in August and early September, which were well-received, particularly the faculty and all-campus forums at Folsom Lake College. The team reviewed feedback from faculty and student forums, noting consistent requests for more shade and seating areas, as well as concerns about pedestrian safety and parking accessibility.

Meeting Minutes (continued)

4. FMP Projects
- HGA presented four priority projects: a new instructional building next to Oak Hall, interior renovations in Aspen Hall, enhanced connections to the athletics complex, and improvements to the environmental staircase and stage. Dan clarified that while the master plan includes potential relocation of the business office to FL1, this would be a future consideration separate from the current project scope. The team agreed to keep descriptions of space reallocation vague to maintain flexibility for future planning.

- Tamara suggested combining the outdoor classroom and dance arbor into a single facility, which HGA agreed to integrate into the project description. They discussed the relocation of the faculty garden, which will be positioned near the outdoor classroom and included in the environmental staircase project. The team decided to add more details and call-outs to the Facilities Master Plan to clarify these changes and address concerns from various departments.

- The committee discussed the master plan and agreed to make the FL1 renovation project title more generic, removing specific references to student services and square footage. They decided to leave the library space uncolored in the plan to avoid potential confusion and to communicate the flexible nature of the plan to campus constituents.

- The group also agreed to review projects 5 through 20 on a separate list, as time ran short for discussing them in detail.

- The group discussed enhancing the drop-off area in front of Aspen Hall, including a pergola structure for shade and better way-finding. They also considered renovating the sunken garden area to create a more centralized gathering space.

- The team debated whether to combine or separate several projects, including the environmental staircase, stage, and garden; the cultural center, outdoor classroom, and dance arbor; and the outdoor classroom and dance stage. Zack emphasized the importance of creating in-person experiences for students, while Dan suggested separating the projects for clearer purposes and potential funding opportunities.

- The group discussed and prioritized a list of campus improvement projects, with the instructional building confirmed as the top project. They agreed to move the athletic field improvements to number 7 and keep the corp yard expansion in the top rankings despite its lower priority. The outdoor classrooms were consolidated into a single project at number 4, with one located near the roof and another towards the Harris Center.

- The team discussed the location and naming of outdoor teaching spaces, with Zack expressing concern about the term "outdoor classroom" and suggesting alternative terms like "flex outdoor teaching space" or "open air teaching space." They agreed to use "flex outdoor teaching space" for one location near the Cultural Center and "outdoor teaching space" for another location, with HGA explaining that the latter would be developed when Future Building A receives funding.

- The group discussed the placement of a stage and mural projects within the environmental staircase area. They agreed to include the mural as an option within the environmental staircase narrative rather than as a separate bond-funded project. HGA will send out an updated list and revised schedule, with the draft report to be shared for review on October 10th. The team encouraged continued feedback via Dan, Pablo, and Joe before the final report is distributed.

5. Next Steps and Action Items
- HGA team: Send the first draft of the master plan to Folsom Lake College by October 10th.
- Folsom Lake College team: Review the first draft and provide comments by October 27th.
- HGA: Update the master plan to change "Student Services Renovation" to "FL1 Renovation" for project #2.
- HGA: Remove specific square footage details from the FL1 renovation project to keep it more generic.
- HGA: Include the faculty and staff garden as part of the environmental staircase project.
- HGA: Make the garden area a darker shade on the plans for better visibility.
- HGA: Combine the outdoor classroom and dance arbor in project #10 description.
- HGA: Integrate the cultural center with the outdoor classroom and dance arbor in the plans.

HVAC and Plumbing Evaluation Report

Purpose:

Provide evaluation of the existing HVAC and Plumbing System's capacity for application to future buildings.

HVAC Description:

The chilled water and heating hot water needs of this campus are provided by a central plant located at the north end of the campus. This plant was recently reconstructed with new equipment providing an upgrade in capacity and efficiency.

There are currently 12 existing buildings served by this central plant with a potential for 4 future buildings as part of this proposed master plan.

The chilled water and heating hot water are provided via an underground semi-loop with branch-off piping assemblies dedicated to each existing building with some branch-off assemblies installed for future use. The central plant has a total nominal cooling capacity of 2,100 tons with a chilled water pumping capacity of 5,026 gpm and a leaving water temperature of 45F and a presumed return water temperature of 55F.

The gas fired hydronic heating capacity has a total output of 19,000 kbtuh with a pumping capacity of 1,900 gpm with a leaving water temperature of 160F and a presumed return temperature of 140F.
To enhance system efficiency, a five-module heat recovery chiller totaling 425 nominal tons that can be applied for pre-heating of heating water and pre-cooling of chilled water when the specific conditions are correct for its operations. For this evaluation, it is presumed that this heat recovery chiller is not operational at peak cooling times since heat hot water may not be in sufficient demand for the heat recovery system to be allowed to operate. For this statement to be 100% correct additional information is required.

As built mechanical drawings were provided for 2 of the 12 buildings those being Oak Hall and Gymnasium. From those mechanical drawings we were able to determine the peak likely capacity of their systems and presuming there is some safety margin in their sizing we assumed 95% of design peak systems capacity. For the remaining 10 existing buildings and the proposed new buildings we presumed standard capacity values based on building size plus an enhancement in capacity sizing based on room usage type.

Cooling Evaluation Results & Discussion:

The following spread sheets lists the total floor area of the existing buildings and the new proposed buildings. Areas of high people density or load density were estimated from the floor plans and assumed values for the new buildings.

It is important to note that the listed values are not known to fully known except for Gymnasium and Oak Hall however the others are based on design experience. Lacking further detail, some listed values for buildings may be considerably off from reality due to actual heat generation, ventilation loads and other considerations.

The result of this evaluation indicates that the existing 2,100 tons of cooling capacity will likely be sufficient for the current conditions plus the future conditions especially if the 450 ton chiller can remain operational at peak cooling times. It is also possible that the existing cooling demands of the current 12 buildings is more than the estimated and may affect the use of the chiller plant to feed future buildings. Because 10 of the 12 buildings are only estimated currently it is recommended that energy metering and data logging for chilled water be installed, if not already existing, and the values data logged every minute for at least a year's time. Such demand data will confirm actual site demand for cooling.

If it is found that there is insufficient capacity in the chilled water system for any future building it is possible to rectify the problem without upgrading the chiller plant but rather to install some kind of cooling storage at the building itself that can be charged sufficient cooling during off-peak hours and used for cooling the building during non-charging hours. Such energy storage can be provided many ways including the use of phase change materials mounted the building itself.

HVAC and Plumbing Evaluation Report (continued)

#	BLDG	FLOOR		TOT FLR (SF)	HD FLR (SF)	STD CLG (TON)	HD CLG (TON)	FLR CLG (TON)	TOT/BLDG (TON)		
5	GYMNASIUM	1		47443	26131	119	65	184	184		LISTED VALUE IS 95% OF CAP LISTED ON CONSTR DRAWINGS
6	PHYSICALEDUCATION	1		15178	4847	38	7	44			
6	PHYSICALEDUCATION	2		15178	8866	38	12	50	94		
7	HARRIS CTR	-1		6439	0	16	0	16			
7	HARRIS CTR	1		62477	17746	156	24	180			
7	HARRIS CTR	2		47478	6599	119	9	128	324		
8	OAK HALL	1		40050	14709	100	130	230			
8	OAK HALL	2		40050	6599	100	130	230	460		LISTED VALUE IS 94% OF CAP LISTED ON CONSTR DRAWINGS
9	ASPEN HALL	1		73044	16838	183	23	205			
9	ASPEN HALL	2		10000	4920	25	7	32	237		
10	CYPRESS HALL	1		34691	11870	87	16	103			
10	CYPRESS HALL	2		34691	11870	87	16	103	205		
11	BUCKEYE HALL	1		6901	3077	17	4	21	21		
12	FALCON'S ROOST	1		18923	0	47	0	47			
12	FALCON'S ROOST	2		18923	8000	47	11	58	105		
13	CAMPUS SERVICES	1		8608	0	22	0	22			
13	CAMPUS SERVICES	2		4300	0	11	0	11	32		
14	LILAC HALL	-1		8741	5318	22	7	29			
14	LILAC HALL	1		8668	5300	22	7	29			
14	LILAC HALL	2		8668	5300	22	7	29	87		
15	DOGWOOD HALL	1		14037	5538	35	7	43			
15	DOGWOOD HALL	2		14037	5538	35	7	43	85		
17	ADMINISTRATION	1		6167	0	15	0	15	15		
										1851	CURRENT ESTIMATED TONS
	FUTURE BLDG A	BOTH		38000	15200	95	20	115	115		
	FUTURE BLDG O	BOTH		28000	11200	70	15	85	85		
	FUTURE BLDG P	BOTH		14000	5600	35	8	43	43		
	FUTURE BLDG N	BOTH		34386	13754.4	86	19	105	105		
									348		
	TOTALS			659078					2198	2198	TOTAL FUTURE TONS REQUIRED
										2100	CURRENT TOTAL CENTRAL PLANT CAPACITY
										2550	ERY IS POSSIBLE + 450 TONS

HVAC And Plumbing Evaluation Report (continued)

Heating Evaluation Results & Discussion:

The total boiler heating capacity is 19,000 kbtuh. With a total floor area, including the future buildings, of approximately 659,078 sq-ft and an estimated (but typical) heating demand of 28 btuh/sq-ft the estimated peak heating demand for all the buildings is 18,454 kbtuh.

The existing heating capacity seems sufficient for the existing and new buildings, but this is estimated, and it is therefore recommended, as with the chilled water generation, the actual energy demand by monitored and data logged to provide real operational data.

Chilled Water and Heating Water Loop Evaluation:

Limited data has been provided for this underground loop that feeds CHW and HW to the buildings.

Chilled Water Loop Supply and Return

Loop Pipe Size	14"
Loop Peak Flow Rate	5,800 gpm
Loop Friction Loss	4 ftHD/100'
Loop Peak Velocity	14 feet/sec

Heating Hot Water Loop Supply and Return

Loop Pipe Size	12"
Loop Peak Flow Rate	1,900 gpm
Loop Friction Loss	0.77 ftHD/100'
Loop Peak Velocity	5.5 feet/sec

A friction loss of 4ftHD/100' is on the high end as well as the velocity of 14 feet/sec however this is not out of normal range and is compensated for in pump sizing. If the new buildings are found to have insufficient flow due to loop system pressure loss then a boosting pumping system can be applied in the building in a small room to compensate for those loop losses.
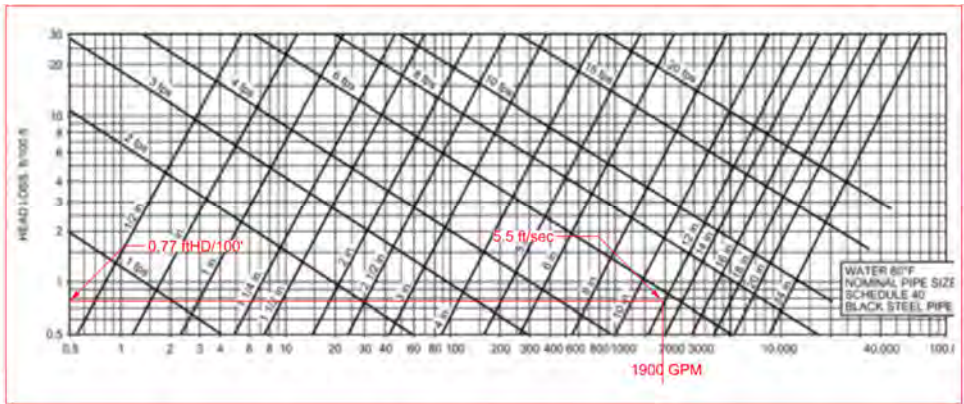
The heating loop for this site is considerably more relaxed than the chilled water loop the velocity and friction loss at the low end of normal sizing.

Plumbing Description:

The plumbing for these building is connected to existing sanitary; storm drain and city water loops as part of the civil design. Sizing for the piping to the civil mains is provided by the plumbing designer and connected to the civil piping at an agree point and elevation. The new buildings appear to be on the same relative level of the existing buildings so it is anticipated that there will be no invert elevation issues for sanitary. The civil engineer will be evaluating all services to the building including sanitary, storm drain, city water and fire protection. In the event there is insufficient fall from the lowest level of the new building to the existing civil sanitary elevation a double pump sewage ejection system may be applied for the lowest section to correct for this.

Electrical

1. Proposed Instructional Building

- Convenience receptacles
- LED Lighting
- Wireless access points
-

Power Distribution

The proposed instructional building will be similar in size and electrical requirements as newly constructed Oak Hall. Oak Hall has a new 2500A 277/480V SMUD electrical service, and as designed the demand load on this service is less than 1500A, leaving more than 1000A of spare capacity. Typically, the historical demand for a building like Oak Hall is approximately 40% or less than the calculated demand. The 2500A service at Oak Hall did not include provisions to support a future building, so while there is likely capacity to support the new buildings, new gear or modifications to the existing gear may be required to do so. Alternatively, a new 2500A SMUD service for Building 1 may be provided.

PROJECT:	Folsom Lake College				Voltage	480
LOCATION:	Future Instructional Building					
Area	Square Footage	Lighting (w/sf)	Receptacles (w/sf)	Mechanical (w/sf)	Total (kW)	Total (A)
Building A	75,000	1	6	10	1275	1534
				10% spare	127.5	153
				Total	1402.5	1687
					Building Service Size	2500A

Renewable Energy

Los Rios Community College District is enrolled in SMUD's SolarShares Program. Their fixed contract amount is 28,379,532 kWh/year from 2018 to 2038, about 3,240 kW per year. Per Title 24 Building Energy Efficiency 2025, the minimum amount of PV for this building is roughly 122 kWdc, or 101 kWac assuming a 1.2 DC-to-AC ratio. The power from the SolarShares Program exceeds the minimum required for the new building.

Title 24 Building Energy Efficiency 2025 Requirements	Building Requirements
Minimum PV (**kWdc**) - CFA equation 140.10-A	**122.3**
Minimum BESS energy - CFA equation 140.10-B (**kWh**)	**248.1**
Minimum BESS power - equation 140.10-D based on CFA calc (**kW**)	**62.0**

Low Voltage Site Distribution

Building will include a stand-alone Fire Alarm System meeting LRCCD Standards.
Extend 2-4"C. & 2-2"C. from existing low voltage pullbox .

2. Aspen Hall (FL-1) Renovation

- New LED Lighting
- Technology Upgrades

3. Enhanced Connection to Athletics Complex

- Area Lighting at drop-off
- Pedestrian Scale Lighting

6. Environmental Staircase Stage and Improvements

- Area lighting with charging station
- Legrand XCSLF2GRU-BK

16. Parking Garage

- Area lighting with charging station
- Legrand XCSLF2GRU-BK
- Power Distribution
- EV Chargers

The proposed parking garage has approximately 1250 parking spaces. Per CalGreen Table 5.106.5.6.1, the required EV capable spaces shall be 20% of the total and the required electric vehicle charging stations shall be 25% of EV capable spaces. The proposed parking lot shall have 63 Level 2 EVCS and 187 spaces with infrastructure to support future EV chargers. If an automatic load management system is used to control each EVCS, the total power required would be 1031kVA.

The current district standard EV Charging Station is Enphase (Clipper Creek) HCS-40 with OpConnect (must be purchased through OpConnect) with the pay-by-phone cellular option, installed in a dual configuration where-ever possible.

- Electrical Service

Area	Square Footage	Lighting (w/sf)	Receptacles (w/sf)	Mechanical (w/sf)	Total (kW)	Total (A)
PARKING GARAGE						
Parking areas	168,828	0.25	0.1		59	71
Electrical, Elev Mach Room	850	1.0	10.0	8.0	16	19
IT	150	1.0	30.0	8.0	6	7
Elevator					60	72
EV Capable Spaces					1031	1240
				480V	**TOTAL**	**1172**	**1410**

Option A:

Re-use existing underground conduits for a 2000A feeder from the existing 4000A main switchboard, located at Aspen Hall, were made available when the new service for the Central Utility Plant was installed (2025) and terminate in a pullbox near the proposed location of future parking garage. These conduits can be utilized to feed a new 2000A 277/480V switchboard to service the new garage.

Option B

Conduct a historical demand load study on the new 4000A switchboard, located at the Central Utility Plant, to verify if it can support the proposed parking garage. The new garage would be serviced by a new 2000A 277/480V switchboard.

Option C

Add a new SMUD service near the parking garage to feed a new 2000A 277/480V switchboard

Power distribution options are the same for the proposed future buildings (A,B,C). The proposed options are considered assuming that the parking garage is constructed before future buildings A,B, and C.

Electrical (continued)

13. Quad Upgrade between FL-1 and FL-2

- Convenience receptacles
- LED Lighting
- Wireless access points

15. Proposed Surface Parking Lot at NW Bidwell Entrance

- Power Distribution
-
- EV Chargers

- The proposed parking lot has approximately 330 parking spaces. Per CalGreen Table 5.106.5.6.1, the required EV capable spaces shall be 20% of the total and the required electric vehicle charging stations shall be 25% of EV capable spaces. The proposed parking lot shall have 17 Level 2 EVCS and 49 spaces with infrastructure to support future EV chargers. The EVCS alternative compliance method states that EVCS can be provided with Level 1, low power Level 2, or Level 2 chargers as long as the total power (KVA) equates to 108.9 kVA.

- The current district standard EV Charging Station is Enphase (Clipper Creek) HCS-40 with OpConnect (must be purchased through OpConnect) with the pay-by-phone cellular option, installed in a dual configuration where-ever possible.

- Electrical Service

- To support 17 Level 2 EVCS and 49 EV capable spaces, the electrical service would need to be 120/208V 1200A. If an automatic load management system is used to control each EVCS, the total power required would be 217.8kVA, which could be supported by a 120/208V 800A service.

17. Future Building A

- Power Distribution : See Bullet Point P below
- Renewable Energy

Title 24 Building Energy Efficiency 2025 Requirements	Building Requirements
Minimum PV (**kWdc**) - CFA equation 140.10-A	61.9
Minimum BESS energy - CFA equation 140.10-B (**kWh**)	125.7
Minimum BESS power - equation 140.10-D based on CFA calc (**kW**)	31.4

Note : Existing pad mounted located near the proposed area.

17A. Flex Outdoor Teaching Space

- Convenience receptacles
- LED Lighting
- Wireless access point

18. Future Building B

- Power Distribution : See Bullet Point P below
- Renewable Energy

Title 24 Building Energy Efficiency 2025 Requirements	Building Requirements
Minimum PV (**kWdc**) - CFA equation 140.10-A	45.6
Minimum BESS energy - CFA equation 140.10-B (**kWh**)	92.6
Minimum BESS power - equation 140.10-D based on CFA calc (**kW**)	23.2

19. Future Building C

- Power Distribution :
- Load Calculations: See Below
- 250A Bldg Service size

- Option A: Underground conduits for a 2000A feeder from the existing 4000A main switchboard, located at Aspen Hall, were made available when the new service for the Central Utility Plant was installed (2025) and terminate in a pullbox near the proposed location of future buildings A, B, and C. These conduits can be utilized to feed a new 2000A 277/480V switchboard to service these buildings.

- Option B: Conduct a historical demand load study on the new 4000A switchboard, located at the Cental Utility Plant, to verify if it can

support the 3 future buildings.

- Option C: Add a new SMUD service near the any of the 3 future buildings to feed a new 2000A 277/480V switchboard

- Power distribution options are the same for the proposed future parking garage. The proposed options are considered assuming that the parking garage is constructed after future buildings A,B, and C.

- Low Voltage Systems Distribution: Extend 2-4"C. & 2-2"C. from existing low voltage pullbox to new building.

PROJECT:	Folsom Lake College				Voltage	480
LOCATION:	Future Buildings A, B, C					
Area	Square Footage	Lighting (w/sf)	Receptacles (w/sf)	Mechanical (w/sf)	Total (kW)	Total (A)
Building A	38,000	0.8	3.0	8.0	448	539
				10% spare	45	54
				Total	493	593
					Building Service Size	600A
Building B	28,000	0.8	3.0	8.0	330	397
				10% spare	33	40
				Total	363	437
				Building Service Size		500A
Building C	14,000	0.8	3.0	8.0	165	199
				10% spare	17	20
				Total	182	219
				Building Service Size		250A
				Total Load (Amps)		1,249

- Renewable energy

Title 24 Building Energy Efficiency 2025 Requirements	Building Requirements
Minimum PV (**kWdc**) - CFA equation 140.10-A	22.8
Minimum BESS energy - CFA equation 140.10-B (**kWh**)	46.3
Minimum BESS power - equation 140.10-D based on CFA calc (**kW**)	11.6

Structural

1.   Proposed Instructional Building

Southwest side of building is on an existing slope. Extensive grading and filling will be necessary to level the site with a retaining wall to provide slope stability and the level plaza area. The retaining wall and its foundation should incorporate the potential long-term parking. A potential solution could provide a basement level of the building that opens to the southwest at the lower elevation with the building's basement walls providing slope stability. The future plaza on the southwest side of the building could be supported by framing above the basement.

2.   Aspen Hall (FL-1) Renovation

Structural: Renovations and expansions beyond interior renovations (i.e., building additions) could require seismic reinforcing of the existing structure or a new standalone structure separated from the existing with seismic separation joints.

3.   Enhanced Connection to Athletics Complex

Final grading layout may require site retaining walls to address the sloping site.

6.   Environmental Staircase Stage and Improvements

Site grading and retaining walls will likely be required to achieve the desired layout. Structural design of the Environmental Staircase Stage should incorporate the intended use for special events and other assemblies.

8.   Athletic Field Enhancements

The proposed location of the New Press Box is near an existing slope and the edge of the existing retaining wall for the soccer field. To minimize rework of the existing slope and retaining wall, a support structure could be used to build up to the soccer field level from the adjacent lower grade.

9. Multipurpose Pad at Harris Center

To aid in flexibility of the multipurpose pad, hidden tie-down locations could be incorporated into the pad in a grid spacing layout to assist with safety and code requirements for events. The type of loading and the potential for fire truck access should be incorporated into the design.

10. Harris Center Lobby Shade Enhancements

Lobby shade enhancements should consider the impacts to the existing glazing system. Modifications or attachments to the existing glazing system can require the assistance of a specialty glazing engineer and extensive DSA review and approval process. A surface applied film or attachments to the existing building structure in lieu of the glazing is recommended.

16. Parking Garage

The chosen site is relatively flat and an ideal location for a new parking garage on this campus. No significant structural impacts to the existing infrastructure are anticipated.

Civil

3. Enhanced Connection to Athletics Complex

As the design progresses, several engineering considerations will be necessary. These include ensuring accessible paths of travel per Code, which will involve both ramps and stairs on both sides of College Parkway to accommodate the existing grade differential. Pavers should be set over asphalt to enhance longevity. Proper speed table and crosswalk warning signage should be considered. Furthermore, drainage enhancements will be required to accommodate the speed table and the associated changes in grade. The speed table should be set to avoid the existing sewer manhole and water valve boxes.

When considering the design for the new drop-off, several factors must be taken into account. Ensuring accessible paths of travel with appropriate drop-off widths and slopes are essential. Additionally, landscape removal and modifications will be necessary to accommodate the new flatwork. Adequate lighting for the drop-off and drive aisle will also be required. A retaining wall with a railing will be needed to address the grade differential between College Parkway and the baseball stadium. Lastly, drainage enhancements will be required to manage runoff, by relocating an existing drain inlet.

As the design progresses, several engineering considerations will be necessary to ensure successful construction of the roundabout. Enhancements to the drainage system will be required to accommodate new flatwork, including the provision of storm-water quality planters for the new improvements. If any it will be essential to identify and accommodate utility relocations to avoid any disruptions. Additionally, accessible paths of travel around the south side of the roundabout must be ensured, including the appropriate drop-off width. The landscape and irrigation systems will need to be removed and modified to accommodate the new flatwork. Adequate lighting for the drop-off area and roundabout will also be necessary.

Furthermore, a potential retaining wall may be required to address the grade differential between College Parkway and the roundabout. Lastly, it is crucial to continue accommodating fire lane access for the baseball stadium. The proposed enhanced crossing from the gym will also require consideration as to how it will function with the new roundabout. The refuge island area is removed along with the turn lane and replaced with a standard curb return.

As the design progresses, several considerations will be necessary. These include ensuring accessible paths of travel, which will involve new curb ramps and possible modifications to curb ramps on opposite curb returns to accommodate the realignment of crosswalks. Additionally, landscape expansion will be required where hardscape is removed, including the relocation of the iron fence. It will also be important to accommodate vehicle turning movements to ensure that semi-trucks, buses, and fire trucks can navigate the area effectively. Furthermore, the relocation of one drainage inlet and one street light will be necessary.

15. Proposed Surface Parking Lot at NW Bidwell Entrance

As the design for the surface parking lot progresses, several considerations will be necessary. These include drainage improvements, such as the treatment of storm-water runoff to local agency standards, and the design and inclusion of a storm-water detention basin to mitigate increases in the 10-year and 100-year design flows. If adequate existing facilities are available that provide mitigation, a detention basin may not be necessary.

 The design of the parking lot should confirm if existing facilities are available for mitigation. Additionally, the design must accommodate the topographic grade differential of the site. Multiple accessible paths of travel crossing Campus Parkway and back to the main part of the campus will be necessary, with thoughtful design to accommodate the grade differential back to the main part of the campus. Pedestrian paths should be incorporated into the parking lot and designed to limit conflicts with vehicular movements.

16. Parking Garage

As the design of the parking garage progresses, several considerations will be necessary. These include ensuring accessible paths of travel, to and from the parking structure. Ingress and egress routes will require careful consideration to ensure smooth access into and out of the parking structure, with a focus on connectivity to Campus Parkway and minimizing conflict points with adjacent parking lot drive aisle intersections.

Parking garages typically require significant fire flow, so evaluating the campus fire water system and its ability to provide fire flow at the parking structure will be necessary. Utility relocations, including irrigation and site electrical, will also need to be addressed. Additionally, drainage enhancements will be required to manage storm-water quality runoff.

Space Utilization Report

Folsom Lake College enlisted Steelcase - Applied Research + Consulting to conduct a comprehensive Space Utilization Study, published in December 2024. This study begins by outlining the strategic intent of the effort, highlighting critical success factors and foundational pillars for evaluating campus spaces. The analysis covers the functionality and utilization of various space types, from classrooms to offices, offering quantifiable insights. The report provides actionable recommendations aimed at optimizing space usage and enhancing engagement and placemaking. Furthermore, it includes targeted advice for specific locations across the campus. This section provides the Space Utilization Study executive summary.

FLC | Space Utilization Study

01.

Executive Summary

Steelcase | Applied Research + Consulting | Confidential | 3

Space Utilization Study

Engagement Report

Folsom Lake College

Steelcase
Applied Research + Consulting

FOLSOM LAKE COLLEGE
El Dorado Center | Rancho Cordova Center

Content

01.

Executive Summary

Executive Summary

Context and Outcomes

Events over the past few years have led to an evolution in instructional modalities and an adjustment in Student perspective on the purpose of Folsom Lake College (FLC) Campus and its role in both learning and community. There has also been increased interest by Faculty and Classified Professionals for more flexibility and choice in how and where they do their work.

The FLC Executive Team is interested in thoughtfully considering options to create modern and compelling learning and work experiences that will support enhanced Student outcomes. Associated with this is interest in considering the impact the shift in modalities has on classroom scheduling, inventory, design and potential reuse of any excess space.

To explore a range of flexible office and classroom solutions FLC has engaged the Applied Research + Consulting Team and launched the Space Utilization Study. The goals of this are to:

- Explore how FLC Faculty and Classified Professionals work, model a range of flexible working solutions and determine the appropriate direction for the future workplace for each group
- Explore classroom usage patterns and the associated demand, model a range of scenarios and provide input into current classroom design options
- Utilize the results of this study to update and evolve the Facilities Master Plan

The outcomes for this engagement include:

- Ensuring FLC's Executive Team understands mobile/hybrid working, the continuum of solutions, key variables and implementation methods

- Understanding at a high-level of Student perspective and aspirations for the campus experience

- Defining a range of mobile/hybrid scenarios (2 options) at varying points along a continuum and developing concept designs for both Faculty and Classified Professionals

- Documenting the advantages and disadvantages of each scenario and the implications for Employee and Student experience, organizational performance, and real estate requirements

- Supporting FLC Executive Team in determining scenarios that fit best with their culture

- Providing key information to support implementation of the chosen strategy (worker types, work modes, sharing ratios, I to We ratio, typology, settings, concept designs and impacts on behavior, process and technology)

- Defining a range of scenarios for Classrooms across a spectrum of utilization targets and levels of Student demand

- Considering reuse and repurpose options for excess space

- Identifying change management implications of transitioning to a more defined mobile/hybrid strategy

Executive Summary

Engagement Approach
Holistic + Research Based

The Applied Research + Consulting approach is user-centered, research-based and comprehensive. Vital to this process is the utilization of the Work Experience Model. This model guides the engagement effort and focuses on FLC's ambitions. Through the lens of culture, process, tools and space, we are better able to understand the strategic needs of FLC.

This engagement employed various research methods and activities to more fully understand the organizational goals, cultural readiness, instructional/work patterns at a high level, implications of a hybrid strategy, and shifting modalities across FLC. The research methods employed for FLC are outlined to the right.

- Direction setting work session with FLC Executive Team and Leaders
- Interviews and workshop with FLC Executive Team
- Interviews with Leaders from Academic and Classified Senates
- Work Experience Survey to Faculty, Classified Professionals and Students
- Work Modes Study to Classified Professionals
- Co-Design Workshops with Faculty, Classified Professionals and Students
- Observation of approximately 13 buildings which included 35 classrooms and various Faculty and Classified Professional areas at FLC's Main Campus and El Dorado and Rancho Cordova Centers
- Review and analysis of classroom scheduling data
- Analysis, synthesis and initial scenario development
- Initial scenario review with FLC Executive Team and District Leaders
- Detailed development of scenarios
- Typology and Worksettings developed for the future workplace
- Detailed review of scenarios and all supporting information
- Scenarios adjusted as needed and final report prepared
- Final review with FLC Executive Team and District Leaders

Executive Summary

Overview of Contents + Usage

This report and the supporting appendices are intended to be a Playbook that informs the Facilities Master Plan through the lenses of Culture, Process, Tools & Technology and Space. The Strategic Intent section addresses the "why"; the Insights and Experience Principles provide insight to the current and future experience; the Strategic Design Brief provides the building blocks of the future design; and the Scenarios provide a range of options and supporting information for the potential solutions.

Strategic Intent

Defines the rationale for a new workplace and classroom direction which supports shifting modalities and work patters; it includes the Central Question, Critical Success Factors and Foundational Pillars.

Strategic Design Brief

Defines the building blocks for all scenarios for Faculty, Classified Professionals and Classrooms. Key elements include the Concept Map, Work Settings and supporting information.

Insights + Experience Principles

Insights offer a deep understanding of what is happening at FLC today and are linked to the Experience Principles which broadly define the experience to be supported by the future oriented scenarios.

Scenarios

Scenarios represent a continuum of mobile/hybrid and Classroom solutions for FLC. Each has a differing impact on the Student, Faculty and Classified Professional experience, organizational performance and real estate requirements. The scenarios have been defined in a manner that will enable FLC to migrate among the scenarios over time.

Executive Summary

Key Insights

The key Insights reflect the analysis and synthesis of multiple sources of data gathered during the Discovery Phase with FLC. The goal of inspiring Student success was evident throughout our interactions with all FLC constituents. These Insights reflect that goal and offer a deeper understanding of what is happening at FLC today. The Insights will inform and drive considerations and recommendations for the Facilities Master Plan. Details about the four Insights and the research findings that informed them are included later in this report.

A summary of the four Key Insights for FLC are shown on this page.

Insight 1
Building Community

Since the decline of COVID, more and more Students are returning to campus for on-ground instruction. While the modality presently hovers at 50% on-ground and 50% online, there is a genuine desire from Leaders, Students, most Faculty and Classified Professionals to bring more people to the campus to build community.

There is an opportunity for the campus to become a magnate to draw people together to learn, to serve, and to connect with each other both online and on-ground. This requires focused intervention to create an energetic and vibrant experience at all levels through activities, the arts, robust services, and well-rounded learning opportunities that can only come from people interacting with people.

Insight 2
Enriching the Student Experience

Focusing on Students is the heartbeat of FLC. This is evident in discussions with Leaders, Faculty, and Classified Professionals. Substantial effort goes into supporting and teaching a diverse body of Students to ensure their success.

Students believe their experience would be enriched by resolving issues around connections to Student Services and Faculty. Strengthening these connections will create a positive impact on their ability to enter the workforce at large as educated caring members of society.

Insight 3
Driving Positively towards the Future

FLC has a history of accommodating growth and providing great student experiences. As this expansion continues, it is natural to experience growing pains.

Interactions with key stakeholders in the study have surfaced opportunities for process improvement in Instructional Services, Student Services and Technology support. Acknowledging these growing pains is the first step toward resolving them.

Insight 4
Believing Space Matters

Place is the most visible artifact of culture. Space is a tool to shape behavior and an expression of a forward-leaning culture. As the youngest campus in the Los Rios District, FLC has benefited from a cohesive and intentional approach to the design of the Campus experience.

The opportunity exists to further enhance the Falcontude culture through evolving key aspects of the environment.

"First, we shape our buildings, and then they shape us" ~Churchill

Executive Summary

Scenarios –
Future Alternatives

Two scenarios were developed each for Faculty and Classified Professionals areas and three scenarios were developed for Classrooms. These scenarios are unique to FLC and are based on the Strategic Direction; Foundational Pillars and their ranking; Work Mode data; how people work on a day-to-day basis and changing modality patterns and evolving Student preferences.

For Faculty and Classified Professionals each Scenario represents progression along a continuum and addresses both mobile / hybrid working strategies. Each scenario reflects increasing levels of change and is contrasted to the As-Is environment which represents a third scenario. Classroom Scenarios are based on varying levels of utilization and on-ground demand.

These Scenarios will aid the FLC Executive Team in understanding the range of alternatives and will support an effective discussion of the varying impacts on the experience of Students, Faculty, Classified Professionals and the effectiveness of the Organization.

The ultimate intent of this effort is to inform the long-term Facilities Master Plan and not necessarily drive an immediate change. Each of the Scenarios developed is viable, however transitioning to any Scenario will represent change requiring a focused and effective change management effort and sponsorship by Leaders of the various stakeholder groups.

An overview of the scenarios for Faculty and Classified Professionals is shown below; additional details including advantages, disadvantages, detailed concept designs and 3D images for each may be found later in this document. Classroom scenarios are also defined later in this document and include the impact on the number of classrooms required along with updated designs.

Faculty

Scenario 01

- Formal hybrid program introduced and office sharing evolved for Faculty; Residents are assigned offices and must be in office 3+ days / week, Remote Workers rarely come to office and work in Community areas and Hybrid Workers share offices at 2:1 ratio
- Faculty offices for Hybrid Workers are designed to accommodate the workstyles and artifacts of two Faculty members assigned to an office and are shared on a 2:1 ratio (two individual seats)
- Community spaces will be designed with a wide range of settings to provide choice for Faculty
- Areas will be introduced where Students can congregate informally before and after class

Scenario 02

- Hybrid program evolved from scenario 1; Hybrid Faculty offices are assigned to a department but unassigned to specific Faculty members and are shared on a 3:1 ratio, Remote Workers are the same as scenario 1
- The use of offices can be determined and managed by the department
- Additional unassigned enclosed spaces will be included in Faculty Community areas to support focus work and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding
- Student areas enhanced over Scenario 1

Classified Professionals

Scenario 01

- Activity-based work planning methodology
- Existing limited hybrid program (Monday – Thursday on campus)
- Formal campus mobile program with sharing introduced; sharing of desks and offices for Campus Mobile workers at 1.3:1 + Temporary Classified share at 3:1
- Office to workstation ratio will be unchanged with offices included for counselors and senior leaders
- Updated design in office areas with increase in collaborative space, etc. if possible
- The Welcome Center and Library are redesigned

Scenario 02

- Activity-based work planning methodology
- Formal updated hybrid program for non-peak periods introduced
- Hybrid program with sharing of desks and offices for Hybrid and Remote Workers at 1.5:1 and 10:1 + Temporary Classified share at 3:1
- Quantity of group, collaborative and social spaces enhanced over scenario 1 with increased options for hybrid / remote workers
- Office to workstation ratio will be unchanged with offices included for counselors and senior leaders
- The Welcome Center and Library are redesigned

Executive Summary

Real Estate Savings

The results of the Space Utilization Study indicate excess space exists at FLC. There are also a broad number of processes and perspectives which are limiting the ability to realize real estate savings. These are typical across higher education. They include:

- A shift in instructional modality to an approximate equal split between on-ground and online courses has further increased excess classroom capacity

- Use of hierarchical planning methodology for Classified Professionals and Faculty tends to result in buildings and spaces being cellular, inflexible and expensive to adjust

- Space design is not matched to how people actually work; effective implementation of hybrid programs require an honest assessment of how work is currently done and matching the space solution to this reality

- From a strategic level there appears to be limited measurement and pro-active management of space based on utilization; this is not surprising given laser like focus on Student success but means space opportunities are not readily realized and addressed

Addressing excess space generally has 3 typical alternatives. However, as a public institution located on a dedicated campus each of these options have their own unique set of opportunities and challenges.

Option 1
Eliminate Excess Space

This option consists of idling, demolishing, selling or transferring ownership of the excess space. While this option is possible, it may be difficult to idle, sell or transfer ownership of space located on a campus and distributed across a campus.

Option 2
Repurpose Excess Space

This option consists of adopting alternative uses for excess space that is consistent with the College's permissions. Some Institutions have considered Co-Working or Innovation Hubs as options and FLC has implemented partnerships with Sutter Health and Mountainside Middle College High School

However, repurpose options require sufficient space to be available in a single location as small spaces scattered across the campus can be challenging to repurpose.

Option 3
Eliminate + Repurpose Excess Space

This option blends the other two options and probably represents the best potential for the College should there be interest in optimizing the space used.

Executive Summary

Real Estate Savings - Classrooms

The analysis of classroom utilization data and scenario modeling indicate there is potential for reductions in classrooms and / or repurposing of the associated space. The savings opportunity documented on this page is based on:

- Analysis of Lecture and Lab rooms
- Focus on Monday through Thursday usage patterns – driving higher levels of utilization on Friday, Saturday and Sundays would further increase the savings opportunity
- Modality levels consistent with the current situation which for Lecture rooms is approximately 50% online and 50% on-ground
- Course demand hours are set to 20% above current level to account for growth in the student population (for lecture rooms and current modalities this supports an approximate 40% growth in student population)
- Including the new science building lab capacity net of labs removed from FL2

Three scenarios were developed and considered (details provided later in this document). We believe scenario 3 represents the most viable representation of real estate savings related to classrooms as it has an appropriate balance between achievable scheduling levels and ability to accommodate growth. For Scenario 3 Peak utilization is set to 85% and Non-Peak is set to 40% of course demand hours specified which is slightly higher than best in class utilization among the 4 Los Rios Colleges. The real estate saving opportunity is:

- Approximately **39% of** aggregate **classrooms**

There is potential that a "**universal classroom**" could support higher levels of utilization but was not explored in this analysis.

Scenario 3 @ 20% Demand Increase Including New Science Building	Classroom Utilization Scenario 3 Monday - Thursday (4 days) Peak @ 85% utilization, Non Peak @ 40% of course demand specified		
	Lecture	Lab	Total
Current Hours Course Demand Plus 20%	1582.8	409.2	1992
Available # Rooms	78	18	96
Required # Rooms	46.6	12.0	58.6
Excess # Rooms	31.4	6.0	37.4
% Excess	40.3%	33.1%	39.0%

The current average size of a classroom is approx. 753 sq ft, which results in potential real estate savings on Current Demand of 28,162 sq ft

Executive Summary

Real Estate Savings – Faculty Spaces

The analysis of Faculty work patterns, preferences, union agreements and shifts in modalities indicate the potential for a reduction in the volume of space dedicated to Faculty offices. The potential reduction varies by scenario and is discussed below.

Office sharing strategies use some portion of the excess space generated to provide an improved community experience which includes a range of open and enclosed group and individual spaces. This increased support for community enhances both effectiveness and experience. Determining the aggregate reduction in space (Offices and supporting spaces) is difficult for FL1 and Fl2 due to the distribution of Faculty and the range of potential supporting spaces in close proximity. This is further complicated by the bay sizes in FL2 where reductions result in space saved in a Faculty area which cannot readily be used for other purposes. **Faculty areas modeled in Scenarios 1 and 2 include more than sufficient community space, however due to the above factors space savings below is based purely on office space and excludes community areas.**

- **Scenario 1** formalizes and extends the current Faculty office sharing program
  - ✓ In this scenario 25% of Faculty own offices based on a 3+ day / week attendance requirement, 50% are hybrid with a requirement to be in the office weekly but less than 3 full days and they share offices at ratio of 2 to 1 and 25% of Faculty are remote with no requirement to be in the office weekly and they will share seating in the faculty community area
  - ✓ The range of real estate savings for this sharing ratio typically varies between 15% - 50%. Scenario 2 achieves a **40% reduction in real estate.**

- **Scenario 2** represents a step beyond Scenario 1s Faculty office sharing program
  - ✓ In this scenario 75% of Faculty are hybrid with minimal expectations to be in the office weekly with an accompanying sharing ratio of 3 to 1 and 25% of Faculty are Remote with no requirement to be in the office weekly and they will share seating in the faculty community area
  - ✓ The range of real estate savings for this sharing ratio typically varies between 35% - 66%. Scenario 3 achieves a **64% reduction in real estate.**

Range of potential real estate savings from implementing varying scenarios and associated options
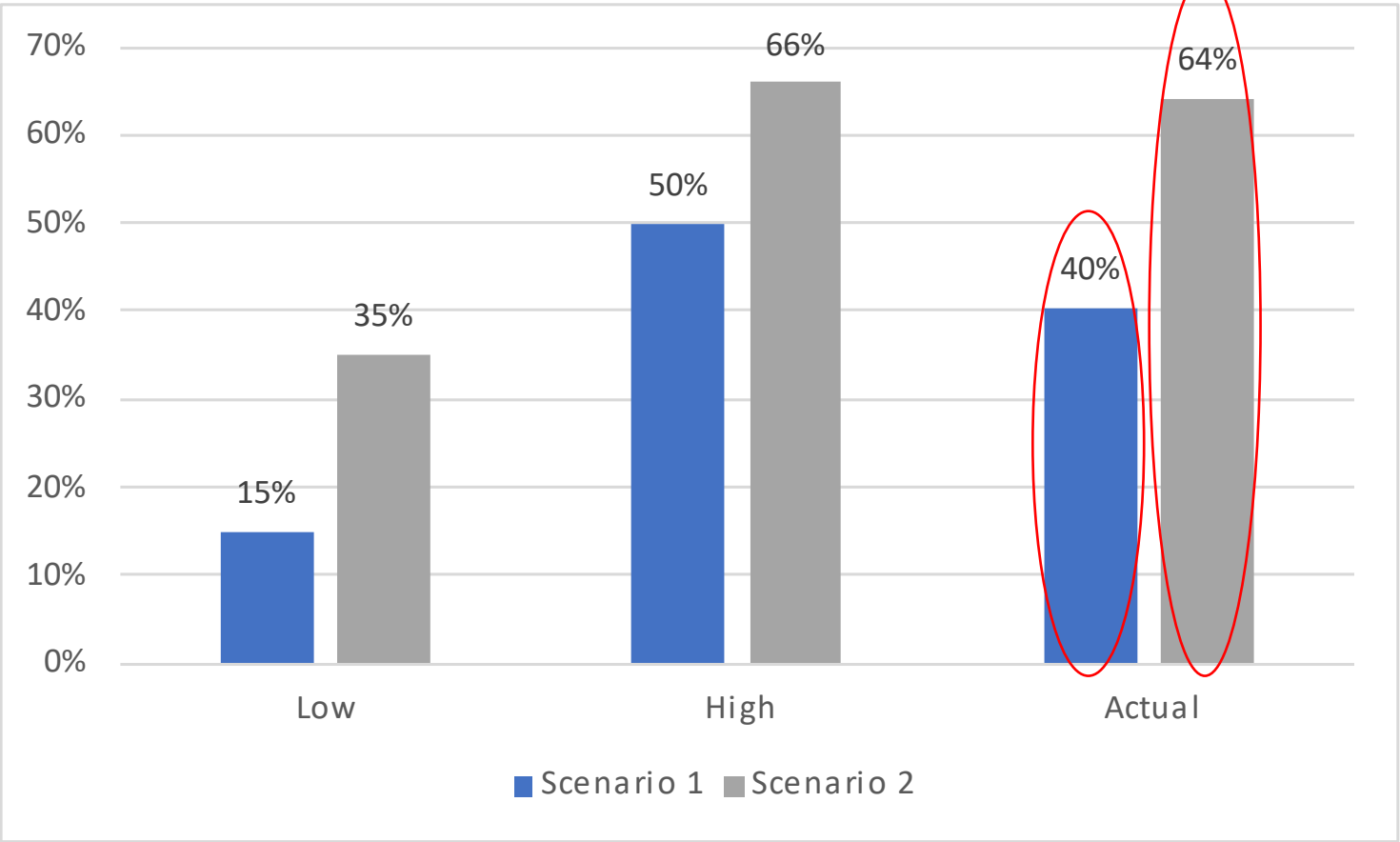
A well designed and executed pilot is advisable to better understand the potential usage patterns of community spaces and should guide selection of the most relevant option.

Executive Summary

Real Estate Savings – FL1 Classified Professional Spaces

The analysis and scenario modeling for Classified Professionals takes into consideration their work patterns and preferences, plus the preferences by leadership to have a greater on campus presence. The potential reduction in space is realistic but is the same for each scenario based on two constraints:

- Space is allocated to employees in small departments (limits the benefits of sharing)

- Leadership's desire to limit the range of potential hybrid solutions

Differing workplace strategies are employed for Scenario 1 and Scenario 2 and are overviewed below and in greater detail in the Scenario section of this report.

- Scenario 1 utilizes a C**ampus Mobile working strategy** along with the current Hybrid program of 4 days per week. This Scenario introduces two worker types; Residents who own workstations or offices and Campus Mobile worker who share workstations or offices at 1.3:1.

- Scenario 2 utilizes a **formal Hybrid strategy** which while conservative in nature is more advanced than the current 4 day per week program. This Scenario introduces 3 worker types; Residents who own workstations or offices, Hybrid Workers who are in the office 3 days per week and share workstations or offices at 1.5:1 and remote workers who share workstations or offices at 10:1.

Two version of space savings are shown on this page. The first reflects total savings including transfer of Faculty Offices to FL2. The second reflects total savings including both the transfer of Faculty offices and the reduction of classrooms in FL2. Given the desire to expand and potentially relocate the Innovation Center this space is excluded from both versions.

1st Floor

1st Floor

2nd Floor

2nd Floor

Space Saving = 31% savings (including redesigned Innovation Center in current space)

Space Saving = 18% savings (including redesigned Innovation Center in current space and excluding Classrooms)
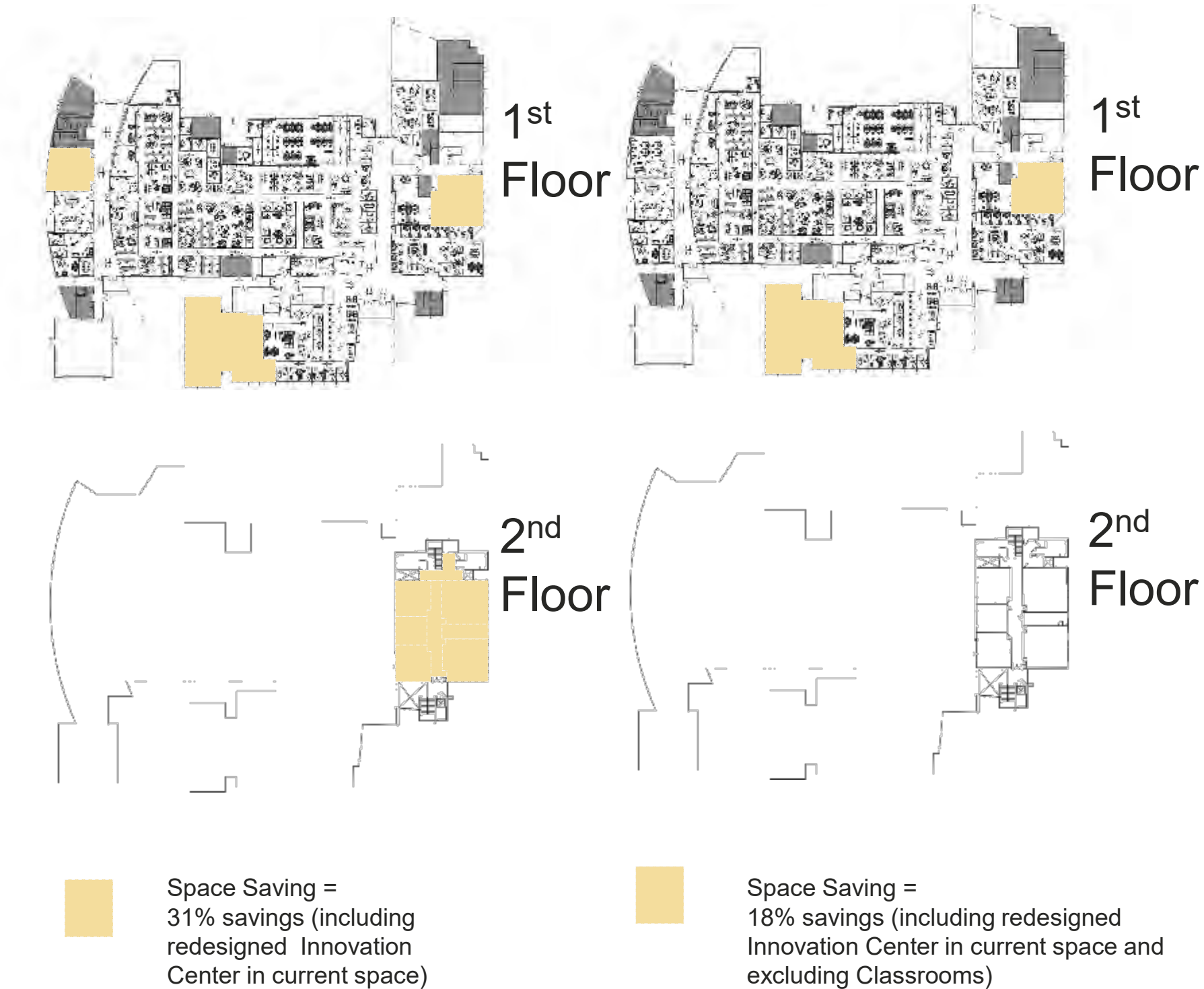
Executive Summary

Real Estate Savings –
FL2 Building & Innovation Center

This slide illustrates the net real estate savings for FL2 including and excluding an expanded and redesigned Innovation Center.

The current Innovation Center is approximately 1851 square feet and consideration is being given to expending its size and potentially relocating it to FL2. As part of this engagement a new design concept was developed for the Innovation Center which includes expanding the footprint to 4,230 square feet.

The images and statistics on the right of this slide indicate a new design concept and the space savings implications for FL2 with and without the expanded Innovation Center. Additional detail on the new conceptual design is included later in this document.

Redesigned Innovation Center: 4230sqft

1st Floor

1st Floor

Space Saving = 26% savings (excluding Innovation Center)

Space Saving = 13% savings (with expanded Innovation Center)
Note: Current Innovation Center is 1851 sqft redesigned is 4230 sqft

Executive Summary

Next Steps

The key next steps for FLC's Executive Team are to align on the appropriate direction and scenarios for Classrooms, Faculty and Classified Professional areas and a point of view on addressing excess space. Based on these positions the Facilities Master Plan can be updated, and an implementation approach can be developed. Typically for projects like this clients utilize a phased approach to implementing the new strategy which spreads the effort, cost and change management over a number of years. Below are additional considerations for implementation. We encourage further discussions on this topic with the Applied Research + Consulting team.

Pilot + Measure

Regardless of the scenario selected for Faculty, Classified Professionals or Classrooms, the result will be a significant shift in the experience for all audiences. Few organizations implement a shift of this type across all buildings and groups at one time. Generally, a phased approach to implementation is taken which spreads the transition over a number of years.

The first phase of a large implementation effort (floor or building) is sometimes treated as a pilot. Other organizations choose to pilot key aspects of the selected scenario individually or in smaller areas (new classroom design, new faculty area, etc.). In all instances the results of the pilot are used to evolve and refine the new solution based on measurement and feedback.

Change Management

All scenarios in this document represent moderate to significant change. Transitioning people into a new experience without adequate preparation can result in limited success. Change management should be a key part of FLC's implementation efforts.

While piloting is frequently used to validate and evolve new strategic workplace and classroom directions, in all cases change management is critical to ensure effective outcomes and appropriate learnings from these efforts.

Ultimately, how change is managed matters tremendously. People will draw conclusions based on the actual changes made, and on how the change process is managed. When managed well, it has positive impacts on engagement, wellbeing and performance of all relevant audiences.

02.

Strategic Intent

Central *Question*

A Central Question sets the intent and gives clarity to the goals of an initiative. It defines direction, assists with transition, and promotes a shared understanding of the opportunity. The Central Question for the Space Utilization Study was co-developed with FLC's Executive Team and Senior Leaders.

How might we inspire a diverse body of Students
to achieve their goals and contribute to their communities
through an inclusive, equitable education
while simultaneously providing opportunities to learn, work and
connect in new and creative ways?

This Central Question was shared with participants of all Faculty and Classified Professional workshops. We recommend it continues to be shared and refined as the learning and work experience evolve.

Critical Success *Factors*

Critical Success Factors outline an organization's **key objectives** and **drivers over the next 3 to 5 years.** They provide context for strategic projects which are intended to impact people's experience and effectiveness.

The Critical Success Factors are based on the input derived from interviews with FLC Leaders and were validated in the Leadership Workshop.

These *Critical Success Factors* have anchored and guided the Space Utilization Project and the resulting scenarios.

External Community Relationships

- Strengthen partnerships with the local business community to identify emerging market / career ed opportunities

- Increase awareness of the benefits of dual enrollment at FLC to ensure every High School Student considers FLC first

- Encourage FLC Leaders to network and build relationships with the business community, local and state organizations

- Promote FLC services and resources to the Local Community to build awareness and enhance financials (e.g. grants, donations, rentals etc.)

Student Experience

- Build on and leverage the culture of the College to enhance Student experience ("Falcontude")

- Provide opportunities to build community through interaction, self-expression and camaraderie supported by Campus facilities

- Maximize transfer and certificate rates for Students

- Provide excellent customer service for the Student population

- Be nimble and innovative in course offerings, modalities, programs and services

Instruction

- Enhance excellence in instruction across all modalities to improve Student success rates

- Provide professional development in online/hybrid instruction to elevate the quality and consistency of Student learning to be as engaging and vigorous as on-ground instruction

- Balance the academic portfolio between general education and career education

- Effectively prepare for growth in Student numbers as FLC specific career education opportunities increase

Institution

- Honor shared governance through continued cultivation of relationships and collegial conversations

- Balance the fiscal responsibility of the business of FLC with the educational needs of the Students

- Develop strategies and policies unique to the needs of FLC while respecting the overall goals of the District Office

- Grow enrollment and increase Student success rates to ensure appropriate funding for staffing, resources and services

- Evolve processes to be more effective and efficient

Culture

- Maintain and enhance the strong sense of family and campus wide connections

- Continue to build on unity of direction and alignment of priorities

- Support an agenda of equity, access and serving the community

- Strive to ensure growth does not negatively impact the caring culture of the College

People

- Hire and develop the right people - Faculty, Staff and Leaders – to support the evolving learning and work environment

- Prepare for retirements and turnover with targeted planning to ensure effective knowledge transfer

- Ensure adequate number of Faculty and Staff to support growth in Student enrollment and new programs

- Balance the desire for flexibility and work life balance with the on-ground Student experience

Foundational Pillars

Foundational Pillars have been developed for this project based on interviews and a workshop with FLC's Executive Team and Steelcase's global research on higher education. These Pillars played a key role in envisioning the appropriate scenarios for the future learning and work experience at FLC.

College Community

The college experience promotes a culture of equity, inclusion, empathy and respect linked to the values of FLC.

Success Rates

Successful course completion, graduation and transfer rates are evaluated, measured and prioritized.

Innovation

Continuous improvement in processes, systems, capabilities and programs to meet current and emerging Student and Constituent needs.

Flexibility + Balance

Faculty, Classified Professionals and Administrators have choice over where work is done and how they should support and connect with Students.

Work Experience

The on-ground experience for Faculty, Classified Professionals + Administrators is enhanced to entice and increase in-person presence.

Communication

Communication is strengthened and prioritized to ensure transparency and understanding for all decision-making processes.

Campus Experience

Classrooms, community and social amenities provide opportunities to build connections and a supportive experience for Students.

Learning + Development Flexibility

Students have choice over where and when learning, networking and access to mentors occur.

Ranking of Foundational Pillars

This page documents the ranking of Foundation Pillars from each Workshop conducted with FLC Leaders, Faculty and Classified Professionals. *The Foundational Pillars are ranked in ascending order from 1 to 8 (1 being the MOST important and 8 being the LEAST important).*

The results indicate general alignment between all groups with the Foundational Pillars of College Community, Success Rates and Innovation being ranked in the top three. Faculty ranked Success Rates lower than the other two groups based on the perspective that Success Rates are the natural outcome of doing the other factors well.

Campus Experience was ranked fourth by Leaders but received the lowest ranking from Classified Professionals. This ranking was somewhat driven by the newness of the campus and the extent to which it has been well maintained.

Communication was ranked fifth by Leadership but was ranked first by Classified Professionals and eighth by Faculty. This disparity is perhaps due to Classified Professionals' perception that there is a lack of clear communication between them, Faculty and the administration and their desire to address this situation.

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2
Communication	5	1	8
Learning + Development	6	6	5
Flexibility + Balance	7	7	7
Work Experience	8	5	4

03.

Insights

Insights

Overview

This section reflects the analysis and synthesis of multiple sources of data gathered during the Discovery Phase with FLC Leaders, Faculty, Classified Professionals and Students.

The goal of inspiring Student success was evident throughout our interactions with all FLC constituents. The Insights in this section reflect that goal and offer a deeper understanding of what is happening at FLC today.

These Insights will inform and drive considerations and recommendations for the Facilities Master Plan. Details about the four Insights and the research findings that informed them are included in this section.

Insights

This page summarizes the four Key Insights identified for this engagement with FLC. Details about the four Insights and the research findings that informed them are included in the following pages.

Insight 1

Building Community

Since the decline of COVID, more and more Students are returning to campus for on-ground instruction. While the modality presently hovers at 50% on-ground and 50% online, there is a genuine desire from Leaders, Students, most Faculty and Classified Professionals to bring more people to the campus to build community.

There is an opportunity for the campus to become a magnet to draw people together to learn, to serve, and to connect with each other both online and on-ground. This requires focused intervention to create an energetic and vibrant experience at all levels through activities, the arts, robust services, and well-rounded learning opportunities that can only come from people interacting with people.

Insight 2

Enriching the Student Experience

Focusing on Students is the heartbeat of FLC. This is evident in discussions with Leaders, Faculty, and Classified Professionals. Substantial effort goes into supporting and teaching a diverse body of Students to ensure their success.

Students believe their experience would be enriched by resolving issues around connections to Student Services and Faculty. Strengthening these connections will create a positive impact on their ability to enter the workforce at large as educated caring members of society.

Insight 3

Driving Positively towards the Future

FLC has a history of accommodating growth and providing great student experiences. As this expansion continues, it is natural to experience growing pains.

Interactions with key stakeholders in the study have surfaced opportunities for process improvement in Instructional Services, Student Services and Technology support. Acknowledging these growing pains is the first step toward resolving them.

Insight 4

Believing Space Matters

Place is the most visible artifact of culture. Space is a tool to shape behavior and an expression of a forward-leaning culture. As the youngest campus in the Los Rios District, FLC has benefited from a cohesive and intentional approach to the design of the Campus experience.

The opportunity exists to further enhance the Falcontude culture through evolving key aspects of the environment.

"We shape our buildings; thereafter they shape us." ~ Churchill

Insight 1
Building
Community Matters

Since the decline of COVID, more and more Students are returning to campus for on-ground instruction. While the modality presently hovers at 50% on-ground and 50% online, there is a genuine desire from Leaders, Students, most Faculty and Classified Professionals to bring more people to the campus to build community.

There is an opportunity for the campus to become a magnet to draw people together to learn, to serve, and to connect with each other both online and on-ground. This requires focused intervention to create an energetic and vibrant experience at all levels through activities, the arts, robust services, and well- rounded learning opportunities that can only come from people interacting with people.

- While some Leaders believe that the modality will continue at a 50/50 ratio, others believe that the on-ground instruction will increase to 60%.

- All constituents recognize the importance of good communication in building a strong community and yearn for more and effective communication about events and policies.

- Faculty workshop participants voiced hope for a return to "College Hour" to create energy and vibrancy through special events e.g., public piano concerts, interpretive displays, and seminars.

- Faculty expressed concern about the weakening of their community due to reduced collaboration within and between departments resulting from Faculty related remote work.

- Faculty and Students stated the importance of building learning communities online and on-ground. Students outlined various ways to build community such as more campus activities, in class discussions and online discussion boards.

- Students believe the Innovation Center brings together diverse groups, inspires creativity, and infuses a passion for learning through experimentation.

- Students commented on the beauty of the campus and would like to see more activities and classes delivered outside.

- Student workshop participants expressed a desire to participate in Campus projects that allow them to make new connections through a common cause.

- Students desire a more collaborative learning environment where they can work with each other in a comfortable environment with access to food and drink. As an example, the library offers free coffee and various games to attract students.

- Classified Professionals would like to invite District employees to come to the Campus to be a part of College activities to strengthen relationships and be included in the FLC community.

- While Classified Professionals value the flexibility of hybrid and remote work, they fear a loss of collaboration with colleagues and interaction with Students.

Insight 1
Building
Community Matters

Students socializing in Falcon's Roost
- Observation Study

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2

"Faculty and Leadership ranked College Community as the Number One Foundational Pillar for the ideal future campus experience."

– Ranking of foundational Pillars

"Our community has been weakened because so many Faculty are working remotely. This has diminished our power, culture and presence."

– Faculty Workshop Participant

"Let's develop Community-based learning spaces i.e. we have huge gorgeous spaces on campus, we need to have services together to make department hubs so you have a larger sense of community"

– Classified Professional Workshop Participant

"The Campus comes alive on Wednesdays with outdoor Student Club activities"

– Student Workshop Participant

Insight 2
Enriching
the Student Experience

Focusing on Students is the heartbeat of FLC. This is evident in discussions with Leaders, Faculty, and Classified Professionals. Substantial effort goes into supporting and teaching a diverse body of Students to ensure their success.

Students believe their experience would be enriched by resolving issues around connections to Student Services and Faculty. Strengthening these connections will create a positive impact on their ability to enter the workforce at large as educated caring members of society.

- Students recognize there is a diverse student population of all ages and demographics and want to welcome everyone to the campus to learn, use services and take part in activities.

- All constituents desire more planned and varied activities that bring everyone together.

- Students expressed concern about the lack of their ability to connect with Counselors, Faculty, and Student Services in a timely and consistent manner. They perceive the reason to be a combination of budget cuts, short staffing, and ineffective leadership.

- Students appreciate there are people on staff ready to support them but also recognize challenges to the support that is offered. "You may not feel like there are people here to support you, but there is always someone behind another person".

- Students believe there is a lack of integration between Student Services departments. They feel that various support groups don't interact with each other effectively making it more difficult for students to get the assistance they need.

- Students hope that services are equally available and easily accessible both online and in person.

- Students are frustrated with the inability to get a timely appointment with an empathetic counselor and desire a consistent counselor throughout their time at FLC.

- Students would like more options for meeting with Faculty Professors. Although there are Office Hours, Students would like the option of an open area to meet more casually one on one with their Professors or go to an adjacent private space for confidential discussions.

- Falcon Cares shares space in the Welcome Center in an employee breakroom creating an uncomfortable situation for Students in need of supplies due to their socioeconomic condition.

- Students desire more themed casual, and comfortable places with access to food and drink to both study and socialize.

- Students hope for more individual and group study rooms as it is difficult to book or access the existing spaces.

Insight 2
Enriching
the Student Experience

Students waiting in hallway before Class
- Observation Study

"More hours for Business Center, Financial Aid, Counseling. More Counselors period."

– Image and comment above from Student Workshop Collage

*"We hope Students are **able to access services without appointments** - can drop in when convenient for them."*

– Classified Professionals Workshop Participant

*"Need an open space along with private offices that would enable **students to feel more comfortable** speaking their concerns {to Faculty}, if it was confidential."*

– Student Workshop Participant

*"What I was thinking about is that there should be **more unique styled rooms** and more compact rooms that kind of fit the style of a cafe or lounge"*

– Student Workshop Participant

Insight 3
Driving
positively towards the Future

FLC has a history of accommodating growth and providing great student experiences. As this expansion continues, it is natural to experience growing pains.

Interactions with key stakeholders in the study have surfaced opportunities for process improvement in Instructional Services, Student Services and Technology support. Acknowledging these growing pains is the first step toward resolving them.

- Faculty feels that the course planning and scheduling process is challenging.

- The transition from Ad Astra has resulted in a system that has led to double booking causing frustration for Faculty, Students, and Classified Professionals.

- Faculty believe that to create an effective, equitable online learning experience for Students, specialized training and support is required.

- Although there is merit to an interdisciplinary approach to allocating offices to first year Faculty, consideration should be given to unique needs of select disciplines.

- Classified Professionals expressed hope that future relocations within campus facilities would result in the appropriate adjustment of the space based on the unique needs of the group moving in.

- There was consensus within the Classified Professionals workshop participants that being understaffed with permanent employees and relying on temps to fill in the gaps, is leading to burnout and the loss of valued employees.

- Students' ability to access Counselors is more and more of a challenge. There are frequent long wait times and a lack of in depth help on drop-in appointments.

- Students are frustrated with their lack of ability to access information easily and proposed creating an APP that would allow them to view all events that are happening on Campus.

- All constituents hope for continuous improvement in the support of technology, equipment and processes, especially in the hybrid classroom.

Insight 3
Driving positively towards the Future

Students building a collage of the ideal future campus experience.
- Student workshop

The typical classroom supports a blend of in-person and online participants at the same time

		39%	
			31%
13%	16%		
Completely disagree	Somewhat disagree	Somewhat agree	Completely agree
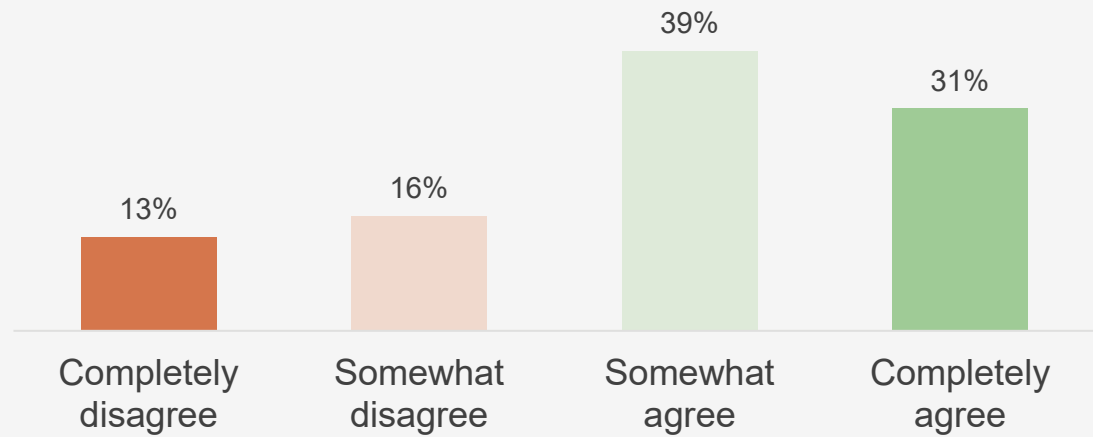
The majority of classes are a combination of in-person and online (72%). However, **69% of Students do not completely agree** that classrooms support a blend of in person and online learning.

– Experience Survey

"No one has the capability to make a schedule that will work for everyone. We used to have Ad Astra but **now it's like a guessing game.** "

– Faculty Workshop Participant

"We are getting more on the same page now. We all do the same things, let's do them the same way. **We shouldn't have 16 options for processes.**"

– Classified Professional Workshop Participant

"The drop-in appointments [with Counsellors] help a little bit, especially with quick questions. But for anything that needs more time, **you have to make an appointment** and **those take a really long time to get.** "

– Student Workshop Participant

Insight 4
Believing
Space Matters

Place is the most visible artifact of culture. Space is a tool to shape behavior and an expression of a forward-leaning culture. As the youngest campus in the Los Rios District, FLC has benefited from a cohesive and intentional approach to the design of the Campus experience.

The opportunity exists to further enhance the Falcontude culture through evolving key aspects of the environment.

"We shape our buildings; thereafter they shape us." ~ Churchill

- The proximity of the Library and the Welcome Center creates energy and flow influencing Student behaviors in a positive way.

- While Students value Falcon's Roost, they referenced a preference for a "Starbuck's" atmosphere and layout; more themed, compact, and comfortable where people can relax, eat, and socialize.

- There appears to be a lack of cultural expression across and within buildings which creates a feeling of sameness.

- The Innovation Center is a prime example of how space can influence behavior and be a magnate for people to come together to learn and build relationships.

- Most classrooms are designed for traditional lecture style teaching limiting instructor choice, Student experience, and flexibility to support other pedagogies.

- All constituents voiced concern about the apparent lack of adjacencies between Student Services and programs making it difficult to navigate among them.

- Observation highlighted many underutilized areas across the campus, such as, lobbies, hallways, and outdoor areas which could be repurposed.

- The classroom utilization study highlights opportunities to reallocate, redesign, and improve existing spaces for all constituents.

Insight 4
Believing
Space Matters

Library and Welcome Center influences Student behavior positively
- Observation Study

Students prefer unique vignettes over sea of tables.

– Student Workshop Discussion

"I want rooms to be more creative using walls, furniture, applying themes to **spark the creativity***."*

– Student Workshop Participant

"The majority of the classrooms here, **they all look the same.** *They have the same desks. Not all desks are comfortable So what if we have an option to choose what desk feels comfortable for us?"*

– Student Workshop Participant

"Trash utilitarian spaces, blank walls and technically inept classrooms."

– Faculty Workshop Participants

04.

Strategic Design Brief

- Experience Principles
- Experience Evolution
- Concept Map
- Work Settings and Attributes

Strategic Design Brief

The Strategic Design Brief defines the Learning and Work Experience strategy for the future. The Brief serves to guide decision making for a project from the beginning of the strategic planning process through the implementation and adoption of the solution. The intent of the Strategic Design Brief is to ensure the design guidelines are connected to FLC's business priorities and desired culture.

This brief was developed based on knowledge derived during the consulting engagement and is supported by Steelcase's global research on education and work. It is intended to assist FLC's Project team in the development of the planning and design of physical space, the technology strategy and the change management process.

This section is organized as follows:

Experience Principles

A set of principles and attributes aligned with the key opportunities and insights to drive behavioral, spatial and technology strategies for the future learning and work experience.

Concept Map

A map that documents a menu of group and individual spaces for the future learning and work environments and defines the strategic relationships.

Concept Map Applied

Application of design concepts to a typical floor plan to allow FLC Executive Team, Faculty, Classified Professionals and Students to visualize the actual solution and how it will work. The various Concept Maps are contained in the Scenarios Section of this report.

Experience Evolution

Identifies essential shifts between today vs tomorrow's learning and work experience in the areas of culture, process, technology and space.

Work Settings and Attributes

Detailed recommendations for individual and group settings which take into consideration space, technology, people and behavior.

04. Strategic Design Brief

Experience Principles

Experience Principles

Foundation + Principles

Foundation

We have learned through Steelcase's global research and our consulting efforts that the best employee experience and organizational performance result from a strategic and holistic approach to learning and work environments. It cohesively integrates process, culture/behavior, tools/technology and space.

Culture and Process are the components that drive results in organizations. These include the habits related to how people behave, the things people do and how work gets done. Tools and Space are the enablers of the learning and work experience, helping people to perform more effectively.

On the following pages we define the Experience principles for FLC and link each to the solution elements (culture, process, tools and space).

Experience Principles

Foundation + Principles

Principles

Experience principles define the performance attributes of the environment that encompass all elements of the learning and work experience. These principles represent the summary of our data collection and synthesis efforts. They provide a lens for the design of the new environments and help to bridge the Critical Success Factors, Foundational Pillars, Key Findings, Insights and Recommendations to FLC's future learning and work experience.

1. *Encourage*
College Community

How might we create a vibrant community which positively strengthens the culture of FLC?

2. *Foster*
a Culture of Continuous Learning

How might we promote a culture of continuous learning to share knowledge, experiences, best practices across FLC and support professional development and Student success?

3. *Create*
Inspiring Experiences

How might we create inspiring experiences across the Campus to enhance learning, attract + develop Students and Employees, and promote Student success?

4. *Enable*
Choice + Control

How might we provide an optimized experience and a range of flexible settings that allow Students, Faculty and Classified Professionals to choose the best places in support of their study and work?

5. *Integrate*
Digital + Physical (Dual Modality)

How might we provide a consistent and seamless experience that connects Students, Faculty and Classified Professionals to their learning, teaching and administrative activities whether in person or online?

Experience Principles

Principle + Considerations

1.

Encourage College Community

How might we create a vibrant community which positively strengthens the culture of FLC?

Recent events have resulted in significant shifts in learning and working patterns. The strength of the College community has been diminished since the shift to online learning and hybrid working. This has also impacted the levels of vibrancy, density, sense of connectedness and expectations around building community.

A strategic approach to the working and learning experience can promote the behaviors that contribute to growth and a shared sense of belonging. Building community by connecting Students, Faculty and Classified Professionals will lead to deeper engagement and stronger commitment to Student success and the mission of FLC.

Considerations

- Provide destinations and community areas at key intersection points that help foster meaningful connections and relationships within and across all constituents

- Design an inviting, comfortable aesthetic that encourages informal conversations and supports serendipitous interactions

- Introduce a neighborhood design concept with integrated social hubs for each constituency group to connect, build trust and learn from each other

- Explore engaging ways to celebrate and acknowledge contributions and successes across the College by maximizing the use of analog and digital display

- Provide views into surrounding spaces, both interior and exterior, to build awareness and understanding of Department and Student activities

- Consider a variety of tools to bring people together, socialize and have fun e.g., digital and analog games, chalkboards, nutritious food and drink

- Create and evolve activities and protocols that will promote and build community

- Consider ways to offer extended services outside of peak hours

Experience Principle

Principle + Recommendations

2.

Foster a Culture of Continuous Learning

How might we promote a culture of continuous learning to share knowledge, experiences, best practices across FLC and support professional development and Student success?

Over the past few years people became more isolated from each other relative to the work they do, the processes they use and the classes they take. The ability to learn from what others are doing and improve processes is challenging. This design principle is closely aligned with "Encourage College Community." By creating spaces that bring people together both formally and informally allows for the opportunity to share best practices and build new and different relationships between Students, Faculty and Classified Professionals.

Continuous learning is predominately a social process which helps to build trust and community among all constituents. This happens in many ways ranging from face-to-face, online synchronous and asynchronous learning, mentoring, problem solving and collaboration. Supporting these appropriately will ensure a culture of learning and continuous improvement across FLC.

Considerations

- Create inspiring spaces that celebrate and broadcast Student successes past and present

- Explore ways to socialize and share best practices across the College from the Administration, Faculty and Classified Professionals' perspective as part of a learning culture

- Create spaces that address multiple learning modes, formal and informal to capture, visualize and share experiences

- Provide a variety of spaces to support individual Student study and project activities

- Enable views into Department communities to gain awareness and appreciation of one another's activities and contributions

- Extend the classroom experience by designing areas that support Student /Faculty interactions before and after class

Experience Principles

Principle + Considerations

3.

Create
Inspiring Experiences

How might we create inspiring experiences across the Campus to enhance learning, attract + develop Students and Employees, and promote Student success?

Place is the most visible artifact of culture and has the potential to shape behavior. How a space looks and feels says a lot about FLC's brand, culture, and priorities as well as the College's ability to attract and retain Students.

Designing the campus with inspiring, equitable learning and work environments can lead to a more positive mindset and greater resiliency. Creating more exposure to new ideas and developing ways to connect to the wider College, will strengthen the focus on Student success and overall sense of purpose.

Considerations

- Create vibrant spaces that are stimulating and inspiring where people feel a sense of comfort and belonging

- Provide smaller themed spaces for Students to both study and socialize

- Incorporate culturally inspired artwork and "Falcontude" branding to provide energy to otherwise undecorated spaces

- Consider a range of options for informal connections – lounge or standing height, planned or impromptu, for small or large groups

- Support the wellbeing of Student through intentionally designed spaces that reflect diversity

- Connect to the outdoors and weave natural elements into spaces for reflection, learning and work

Experience Principles

Principle + Considerations

4.

Enable
Choice + Control

How might we provide an optimized experience and a range of flexible settings that allow Students, Faculty and Classified Professionals to choose the best places in support of their study and work?

Offering greater choice and control of when, where and how to learn and work can help increase satisfaction, minimize potential resistance to change, and contribute to wellbeing.

Recognizing differing styles and balancing solutions to support them will be key drivers in successfully creating a desirable and productive learning and working experience. Providing equitable guidelines and empowering people to align on what works best for them will lead to effective mobile or hybrid work programs.

A greater variety of spaces allows people to choose the best place to learn and work based on specific activities and personal preference. This also encourages movement and increases opportunities for connecting and interacting. The goal is to create a flexible learning and working experience that recognizes there isn't a "one-size-fits-all" solution, and that activities and preferences vary everyday all day.

Considerations

- Provide choice and control through a greater variety of spaces that support different activities for teaching, learning and working

- Create flexible settings and classrooms that enable individuals and groups to adapt spaces based on activities, needs and teaching styles

- Develop and communicate equitable guidelines to ensure all constituents are aware of how to maximize the ability to choose how, when and where to work most effectively

- Make it easy for people to locate and connect with others while working either on-ground or remotely

- Develop protocols and processes for use and personalization of spaces for successful on-ground hybrid experience

Experience Principles

Principle + Considerations

5.

Integrate
Digital + Physical (Dual Modality)

How might we provide a consistent and seamless experience that connects Students, Faculty and Classified Professionals to their learning, teaching and administrative activities whether in person or online?

Providing a consistent, dependable and seamless virtual and on-ground experience is fundamental to successfully supporting future ways of learning, teaching and working.

Currently people participating remotely have a vastly different experience from those who are in the same room. Managing the complexities of presence disparity for online participants is critical for creating a connected, engaging and equitable experience.

The purpose of integrating Digital + Physical is to create an authentic learning experience for everyone while connecting them to a wider community outside the classroom.

Considerations

- Provide reliable technology and tools for use by individuals so that connecting across the campus and from home is improved and optimized

- Provide appropriate training and resources to create content and support the adoption and use of technology to ensure Students and Faculty have an optimal learning and teaching experience

- Enhance the HyFlex experience in classrooms to more effectively support online learning and Student engagement

- Create settings in Faculty and Classified Professional areas that support the use of analog and digital tools to capture, visualize, share and display information

- Consider using digital communications at the entrances of Department areas to share information and learnings

- Create protocols and consistent processes to ensure inclusion and an equitable experience for all participants, whether located on-site or remotely

Insight + Experience Principle Linkages

The matrix to the right illustrates the correlation between the Insights that emerged from the Discovery Process and the Experience Principles developed for FLC. This begins to provide a visible and explicit roadmap from strategic objectives through to workplace design.

The Experience Principles define the performance attributes of the workplace that encompass all elements of the learning and work experience (culture, process, tools and space).

Key: ⦿ Primary Linkages ◉ Secondary Linkages		Insights			
		Building Community	Enriching the Student Experience	Driving Positively toward the Future	Believing Space Matters
Experience Principles	Encourage College Community	⦿	⦿	◉	⦿
	Foster a Culture of Continuous Learning	◉	⦿	⦿	⦿
	Create Inspiring Experiences	⦿	⦿	◉	⦿
	Enable Choice and Control	◉	⦿	◉	⦿
	Integrate Digital + Physical	◉	⦿	⦿	◉

04. Strategic Design Brief

Experience Evolution

Experience Evolution

Evolution Overview

Learning and Work Experience of Today vs. Future

The following page describes elements of the current learning and work experience at FLC and compares them to elements of the desired future experience as uncovered during the Discovery process. This provides a clear contrast and an aspirational goal for the future learning and work experiences based on the drivers and enablers of the Experience Model and the resulting Experience Principles.

Experience Evolution

Essential Shifts

From		To
Although physical presence on Campus is increasing, the sense of Community has been diminished due to the shift in modalities.	→	**Building community, and developing networks between Students, Faculty and Classified Professionals** will lead to deeper engagement and a stronger commitment to Student success and the mission of FLC.
The increase in online learning and hybrid working has impacted the levels of vibrancy, density on-ground, and sense of connectedness across all constituents.	→	**Intentionally designed group spaces** that encourage informal conversations and support serendipitous interactions will provide destinations to build meaningful connections across all constituents.
People have become more isolated from each other and the ability to learn from what others are doing has been limited (Students, Faculty and Classified Professionals).	→	**A Culture of Continuous Learning will be Strengthened** when various modes of learning ranging from face-to-face, mentoring, problem solving and collaboration are supported to build trust and community among all constituents.
Current standards for the allocation of space are based on hierarchical planning with assigned individual spaces which may not adequately support the shift in the way people are working today.	→	**Greater choice and control** of when, where and how to learn and work (hybrid and mobile work) will help increase satisfaction, minimize potential resistance to change, and contribute to wellbeing.
The typical classroom experience is standardized based on a fixed furniture arrangement set up for lecture style delivery. There is limited opportunity for instructors to vary their teaching style to enhance Student learning.	→	**Reimagining Classroom designs into flexible and fluid solutions** will enable and energize rigorous discussions and group work between Students and Instructors.
FLC has a beautiful campus with modern spacious buildings, but there is a lack of cultural expression and branding creating a feeling of sameness.	→	**Creating artfully designed spaces and events** that are vibrant and echo the energy of the occupants will establish stronger connections between people and FLC.

04. Strategic Design Brief

Concept Map

Concept Map

Overview of zones

The Concept Map is an inventory of settings which represent a new approach to FLC's future learning and work environment.

Insights from the Discovery process have been combined and blended with Steelcase research to form an aspirational vision of FLC's future learning and work experience. These shifts are brought to life in the following Concept Map of Spaces.

The Concept Map of Spaces:

- Identifies the main spatial ingredients for future solutions
- Defines the inter-relationship between the different spaces and combines key settings together into zones
- Maps the flow of spaces through buildings without consideration of the physical limitations of the building structure

The Concept Map does not represent the quantity of the spaces, nor the square feet allocated to each space type. The final number of spaces and their sizes will be determined during future implementation efforts.

Key:

- Community
- Learning
- Neighborhood
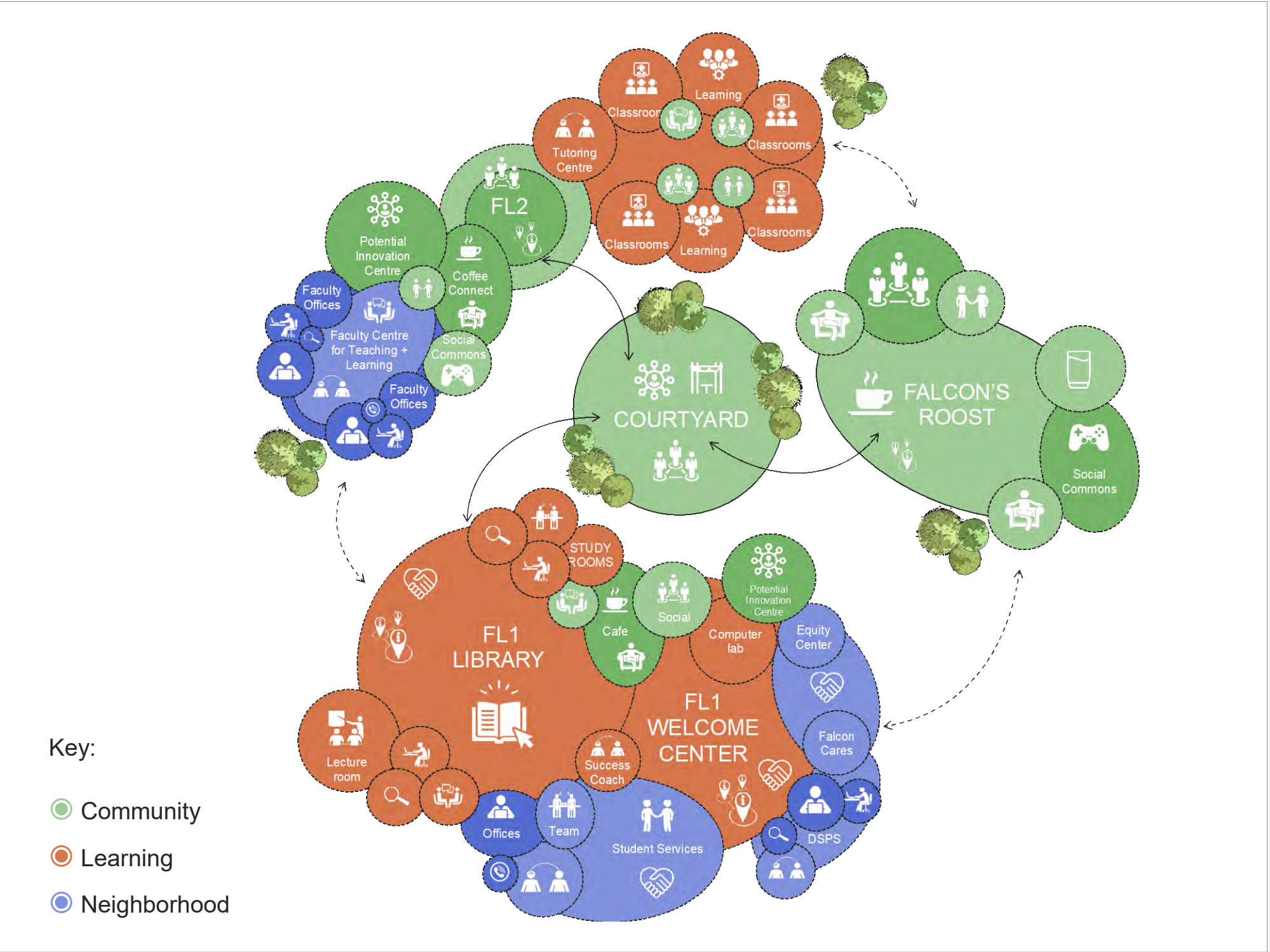
Concept Map

Overview of zones

The Concept Map of Spaces consists of 3 zones that differ in terms of the activities supported:

Community Zone
Spaces for All

This zone comprises the settings that support community, encouraging Faculty, Classified Professionals and Students to gather, socialize and collaborate.

- Coffee + Connect
- Courtyards

Learning Zone
Students + Faculty

This zone supports formal and informal learning, wherever learning happens.

- Classrooms
- Student Learning Commons
- Faculty Center for Teaching + Learning
- Tutoring Center

Neighborhood Zone
Faculty + Classified Professionals

This zone is comprised of a variety of settings that support both individual and collaborative work for Faculty and Classified Staff.

- Front Porch
- Department Hub
- Meeting Room
- Focus Room/Pod
- Shielded Focus
- Workstation
- Private Office: Single Occupancy
- Private Office: Double Occupancy

Key:

- Community
- Learning
- Neighborhood
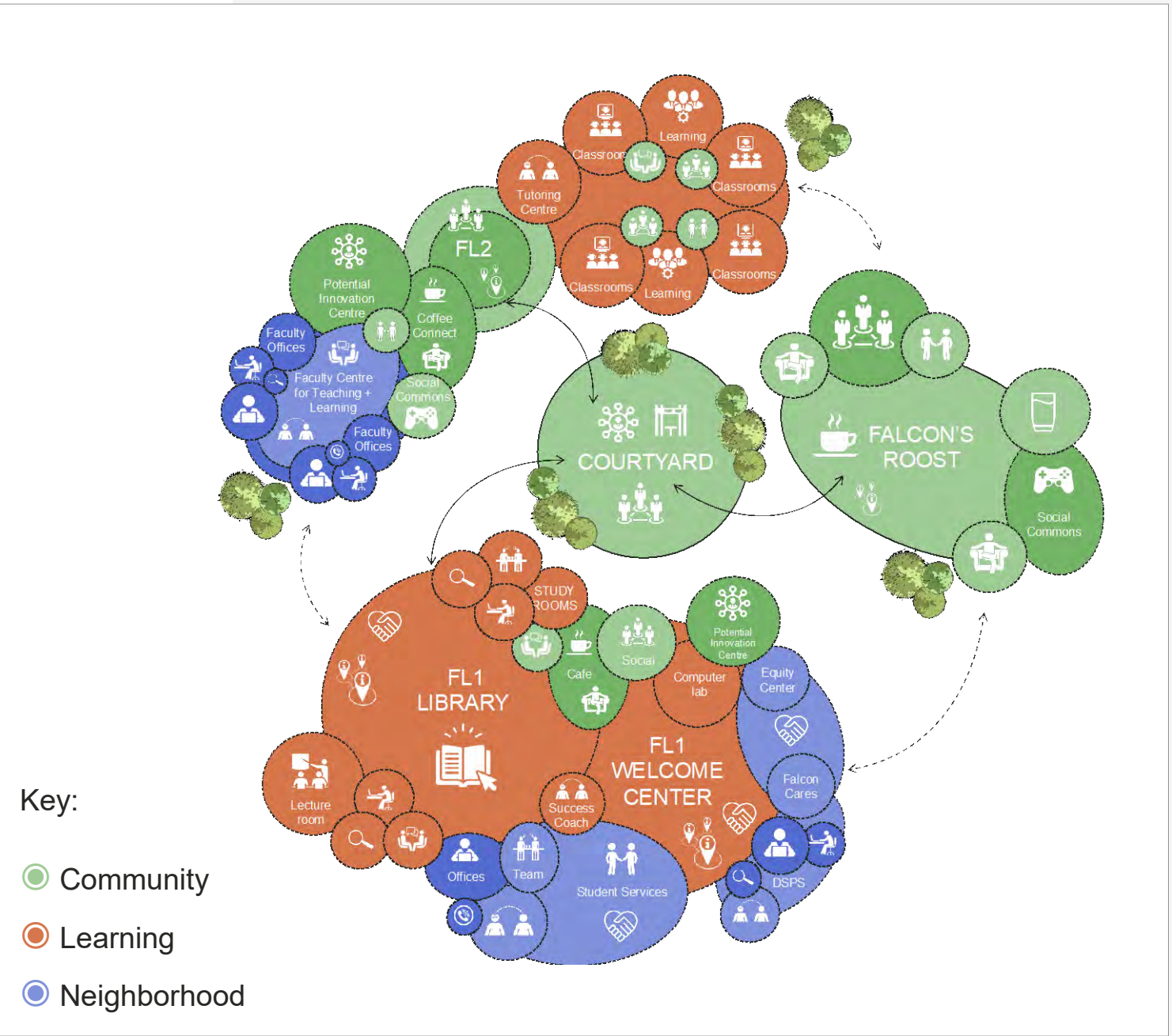
04. Strategic Design Brief

Work Settings & Attributes

04. Strategic Design Brief

Worksettings + Attributes

Worksettings Overview

Community Zone

Coffee + Connect

Courtyards

Learning Zone

Tutoring Center

Student Learning Commons

Classrooms

Faculty Center for Teaching + Learning

Neighborhood Zone

Front Porch

Department Hub

Meeting Room

Focus Room/Pod

Shielded Focus

Workstation

Private Office: Single Occupancy
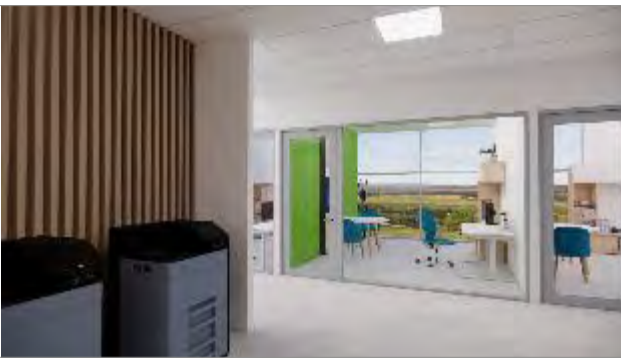
Private Office: Double Occupancy

Zone Overview

Community Zone

Community Zone Settings

This zone comprises the heart of the campus with settings that support community, encouraging Faculty, Classified Professionals and Students to gather, socialize and collaborate. Worksettings incorporated in the Community Zone include

- **Coffee + Connect**
- **Courtyards**

Design Intent

The Community Zone is an ecosystem of settings which support the learning goals of the College. While these settings support individual and group learning they also support the development of relationships, enhancement of the College's culture and provide a venue for collegiate debate and exploration of ideas.

Key:

◉ Community

◉ Learning

◉ Neighborhood

Worksettings

Community Zone | Coffee + Connect

Coffee + Connect is where Students, Faculty and Classified Professionals can come together over food and drinks for connecting, studying, and working with each other. It is an inviting and energizing destination. It is centrally located and is a place to work, recharge and connect while offering healthy snack and drink options. It is separated and shielded from areas where focus work happens. It should be designed with a range of settings to accommodate individuals and group preferences. If possible, the Coffee + Connect should extend to outdoor courtyards to take advantage of the temperate Northern California weather and views to the beautiful campus environment. The space serves as a destination for intentional and chance encounters and promotes wellbeing and rejuvenation.,

Worksettings

Community Zone | Coffee + Connect

Space

- Locate centrally on the primary path, to act as a 'collision zone' where people connect, chat and share ideas
- Include a variety of settings that support eating, learning, and working, for individuals and groups of various sizes
- Consider informal lounge settings with a comfortable aesthetic where people can come together for work and study related discussions
- Use different levels of lighting to enhance the design and experience
- Provide access to views of the outdoors and introduce café settings outside, if possible

Tools + Technology

- Consider digital information displays to provide up-to-date information about the College, resources, events and activities
- Incorporate technology that allows the space to be used for large presentations / gatherings
- Include Wi-Fi and access to power for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Encourage Faculty, Classified Professionals and Leaders to use the setting to foster informal connections with Students and peers
- Include a coffee and beverage experience to support the community rituals that bring people together
- Incorporate Student artwork and cultural events where possible
- Offer food and beverage options that appeal to the diversity of the College
- Develop protocols to ensure the area is kept clean for all users

Indicative concept only

Indicative concept only

Worksettings

Community Zone | Courtyards

Courtyards are an outdoor element of the Community Zone which leverage FLC's beautiful campus and the temperate Northern California climate. They are conveniently located both within and next to most of the College buildings or along major circulation routes and offer appropriate views into buildings where possible. These spaces are active, energizing, inviting and serve as destinations for Students, Faculty and Classified Professionals to socialize, study and work outdoors. The vibrancy of these outdoor settings offer the opportunity to build community by creating awareness of Student Programs and hosting events. Courtyards also allow users to rejuvenate and connect to nature, enhancing wellbeing.

Indicative concept only

Worksettings

Community Zone | Courtyards

Space

- Enhance existing Courtyards with a range of comfortable settings to support individual and small group activities
- Provide shading elements such as canopies, umbrellas, screens and planters
- Incorporate Student artwork where appropriate and the ability to hang banners
- Design the selections of finishes and aesthetics to complement the surrounding area and withstand the elements

Tools + Technology

- Provide access to Wi-Fi and exterior-rated power
- Consider security lighting for safety during evening classes and events

People + Behavior

- Encourage use of the Courtyards through the planning and communication of special events
- Support the different work modes from focus and respite, to collaboration and socialization
- Establish guidelines to ensure proper use and maintenance

Indicative concept only

Indicative concept only

Zone Overview

Learning Zone
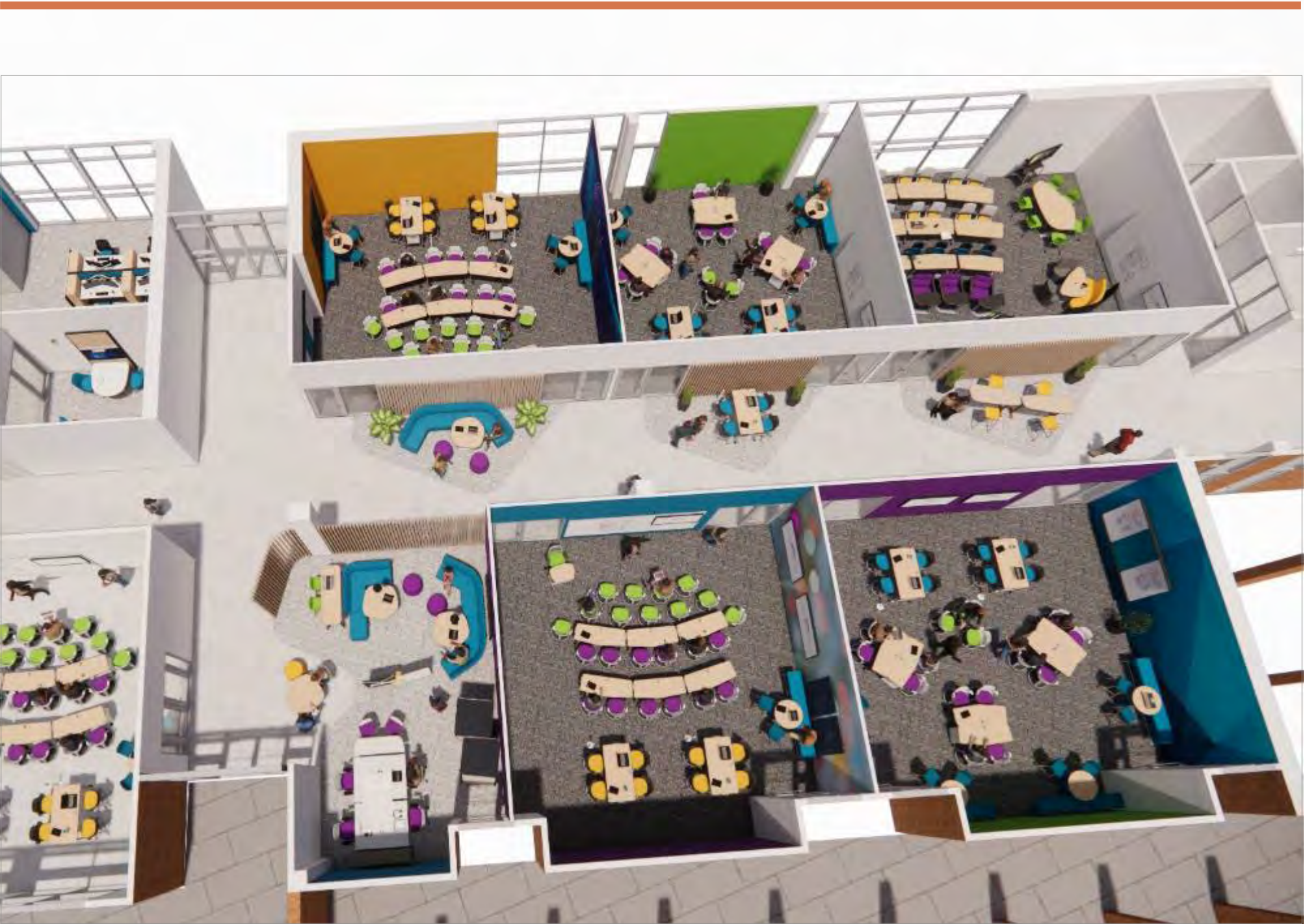
Learning Zone Settings

This zone supports formal and informal learning, wherever learning happens. Worksettings incorporated in the Learning Zone include:

- **Classrooms**
- **Student Learning Commons**
- **Faculty Center for Teaching and Learning**
- **Tutoring Center**

Design Intent

The Learning Zone is an ecosystem of settings that support the core function of the College which is Student learning and success.

Classroom settings are reconceptualized to offer an enhanced Student and Instructor experience. At the same time these Classrooms offer greater flexibility in how the courses are conducted and how Students interact with the Instructor and each other.

The Classroom technology should be user friendly to ease the burden on Faculty. Simultaneously Students, are ensured of an equitable visual and sound related experience whether on-ground or in person.

The Student Learning Commons concept is introduced to provide Students with places to connect and work before or after attending a class. The Commons should include both group and individual settings. The Group settings will create an inviting atmosphere for studying and informal learning in between classes, while the Focus settings will support individual study or online classes while Students are on Campus.

Key:

- ◉ Community
- ◉ Learning
- ◉ Neighborhood

Worksettings

Learning Zone | Tutoring Center

Tutoring Centers are designed to support Students with a deeper level of instruction for a variety of subjects. The objective is for Students to be able to have one-on-one tutoring as well as learn from each other. This personalized learning environment is designed with multiple areas to accommodate various learning styles for both individual and group work. Technology and tools are integrated in smart ways to make it easy and intuitive for everyone to use. The space should be branded to create a welcoming and safe environment.

Indicative concept only

Worksettings

Learning Zone | Tutoring Center

Space

- Provide easily reconfigurable furniture that supports a variety of learning styles
- Ensure each Student has adequate worksurface space to support side by side tutoring
- Provide adequate storage for personal belongings
- Utilize finishes and materials that create an energizing and inspiring environment

Tools + Technology

- Provide intuitive technology for Students to connect personal devices to display digital content to Tutors
- Utilize vertical surfaces to allow Tutors and Students to display content, both analog and digital (e.g., whiteboards, monitors)
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Provide training for Tutors to maximize the use of the technology and the flexibility of the various tutoring areas
- Include access to technology support for troubleshooting and assistance if required
- Establish and display protocols that outline how to restore the Center at the end of the day

Indicative concept only

Indicative concept only
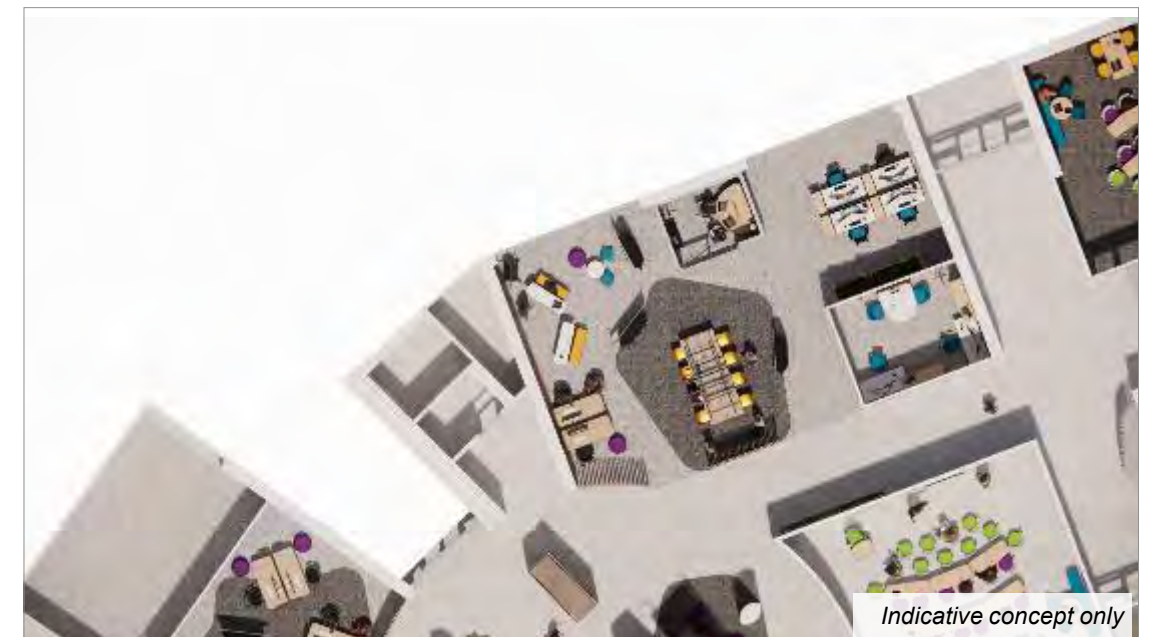
Worksettings

Learning Zone | Faculty Center for Teaching + Learning

The Faculty Center for Teaching and Learning is situated within the Faculty Neighborhood and easily accessible for all. The intent of this Center is to encourage Faculty members to use the space to collaborate with people both inside and outside of the Department. The space is equipped with individual and group areas, complete with storage and display opportunities. It is viewed a learning center to share best practices, to learn new technology and to discuss and solve challenges. It is intended to be a preferred destination to entice Faculty to come to the Campus and re-establish relationships with colleagues. This space also has focus rooms, pods and shielded focus settings which can be used by Hybrid or Remote Faculty who may not have access to a private office when on campus.

Indicative concept only

Worksettings

Learning Zone | Faculty Center for Teaching + Learning

Space

- Provide a variety of distinct vignettes that support individual work and group collaboration
- Ensure adequate storage space for department materials
- Design appropriate lighting that highlights the vignettes providing interest in the space
- Utilize finishes and materials that create an energizing and inspiring environment

Tools + Technology

- Incorporate appropriate technology to support collaboration and learning
- Utilize vertical surfaces to allow Faculty and Students to display content, both analog and digital (e.g., whiteboards, monitors)
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Provide training for Faculty to maximize the use of the technology and the flexibility of the space
- Include access to technology support for troubleshooting and assistance if required
- Establish and display protocols that outline how to maintain the space

Indicative concept only

Indicative concept only

Worksettings

Learning Zone | Classrooms

Classrooms are designed to support the current and evolving instructional modalities and methodologies. This flexibility allows various methods of teaching and learning to be implemented while supporting the unique requirements of the courses being taught. The typical classroom can flex between traditional lecture-mode, to group-mode, to discussion-mode and back again. The improved HyFlex technology allows the learning experience to be equitable for both in-person and virtual participants. Technology and tools are integrated in smart ways to make it easy and intuitive for everyone to use.

Indicative concept only

Worksettings

Learning Zone | Classrooms

Space

- Provide easily reconfigurable furniture that supports Faculty preferences for teaching
- Ensure each Student has adequate worksurface space for writing materials and storage for personal belongings
- Provide access to natural light and views to the outdoors where possible
- Utilize finishes and materials that create an energizing and inspiring environment

Tools + Technology

- Provide intuitive technology for Faculty to connect organizational and personal devices to display digital content
- Incorporate appropriate technology to ensure all classroom participants, both in-person and virtual, can hear and see all materials being presented and discussed
- Provide multiple cameras to give virtual participants an accurate context of the classroom to remain engaged in discussions
- Utilize vertical surfaces to allow Faculty and Students to display content, both analog and digital (e.g., whiteboards, monitors)
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Provide training for Faculty to maximize the use of the technology and the flexibility of the classroom options
- Include access to technology support for troubleshooting and assistance if required
- Establish and display protocols that outline how to restore the classroom for the next class

Indicative concept only

Indicative concept only

Worksettings

Learning Zone | Student Learning Commons

Located near Classrooms, the Student Learning Commons provides a place for Students to touch down before or after class. Enclosed pods offer Students a place to join online classes while remaining on Campus. The Commons should allow Students to create, collaborate, and focus in both group and individual settings. The Group settings will create an inviting atmosphere for studying and informal learning in between classes, while the Focus settings will support individual study. All spaces within the Student Learning Commons should be available on a first-come, first-serve basis.

Indicative concept only

Worksettings

Learning Zone | Student Learning Commons

Space

- Locate the Learning Commons near Classrooms
- Design the space with a variety of settings to support both small groups and individuals
- Provide pods for Students to join online classes
- Energize the space with views to the outdoors
- Incorporate a range of furniture settings to create separation and add interest across the open space
- Offer adequate worksurface space for Students to spread out materials
- Support a variety of postures to allow Students to choose the appropriate seating

Tools + Technology

- Provide moveable whiteboards and tackboards to allow Students to display and create content, and provide temporary visual privacy
- Consider including monitors with quick and easy connections for Students to project digital content and connect with virtual participants
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Communicate and encourage Students to use the space to extend their learning experience before and after class
- Establish protocols that are visible to users to encourage appropriate behaviors which will create an inviting and inclusive space for all

Indicative concept only

Indicative concept only

Zone Overview

Neighborhood Zone

Neighborhood Zone Settings

This zone is comprised of a variety of settings that support both individual and collaborative work for Faculty and Classified Staff. Worksettings incorporated in the Nieghborhood Zone include:

- **Front Porch**
- **Department Hub**
- **Meeting Room**
- **Focus Room/Pod**
- **Shielded Focus**
- **Workstation**
- **Private Office: Single Occupancy**
- **Private Office: Double Occupancy**

Design Intent

The Neighborhood Zone is an ecosystem of worksettings that support Faculty and Classified Professionals in the variety of activities they undertake in their day-to-day work. All four work modes (Focus, Collaboration, Learning, Socializing) are supported, and the settings are intended to optimize the effectiveness of each mode.

The ultimate goal of the Neighborhood Zone is to build and enhance community within and between departments across the campus while optimizing support for all work modes. The goal is for each Community Zone to provide a similar experience.

Key:

◎ Community

◉ Learning

◉ Neighborhood

Worksettings

Neighborhood Zone | Front Porch

The Front Porch is the initial threshold for welcoming, orienting and accommodating visitors to an Academic or Administrative Department. It forms the first impression of the culture and mission of the Department and sets the tone for the experience. Visitors can access up-to-date information, quickly orient themselves to the space and learn about the Department they are visiting. The Front Porch allows Classified Professionals or Faculty to greet Students and visitors as they inquire about services or academics.

Worksettings

Neighborhood Zone | Front Porch

Space

- Create a welcoming atmosphere through the application of finishes, fabrics, furniture and artwork
- Incorporate artifacts that illustrate the vision and mission of the department as well as past and present accomplishments
- Create display points to share up-to-date and relevant information about the College, the Department, Services and Programs
- Design for views into the Department's interior
- Provide a range of seating options for comfortable waiting and quick informal meetings
- Integrate various lighting levels to create a warm and friendly atmosphere

Tools + Technology

- Consider different creative formats for communicating relevant messages – digital, analog and /or publications
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Encourage Faculty or Classified Professionals to use the Front Porch for small, quick informal meetings when appropriate
- Develop a process to keep content fresh, relevant and updated regularly

Indicative concept only

Indicative concept only

Worksettings

Neighborhood Zone | Department Hub

The Department Hub is adjacent to the primary individual work areas for Faculty and Classified Professionals and contains a variety of casual individual and group spaces. It is owned by the Department, providing a sense of identity, belonging and connection point for all team members (Resident, Hybrid and Remote workers). It is flexible and can vary in size based on the scale and needs of the Program / Department. The Department Hub supports individual and group work and provides people with the ability to quickly transition to scheduled and spontaneous collaboration or find moments of respite and rejuvenation. It incorporates layered levels of privacy creating a perceived separation between individual and group work. It offers a range of storage for group related artifacts and materials as well as a resource center for printing and supplies. A coffee station is included to house drinks and store snacks and lunches. The space evokes a relaxed and residential atmosphere to encourage conversations, informality and a shared sense of community.

Indicative concept only

Worksettings

Neighborhood Zone | Department Hub

Space

- Create a welcoming and friendly atmosphere through the application of finishes, fabrics, furniture and artwork
- Consider a kit-of-parts to allow the setting to scale up or down depending on location, Department/Program size and needs
- Use both solid and translucent vertical elements to create varying degrees of privacy
- Provide a range of settings and postures to support informal conversations and meetings
- Include elements of greenery, access to natural light, and views to the outdoors where possible
- Provide a resource center for easy access to storage, printers and various office supplies

Tools + Technology

- Incorporate digital technology where appropriate
- Include whiteboards for analog display and capturing content
- Provide multi-function devices with printing capability
- Supplement acoustical privacy with sound-masking as needed
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Create a relaxed atmosphere which draws people in and allows colleagues to connect
- Encourage Leaders to work in the Department Hub to model behavior and ensure use
- Establish protocols that promote the intended use of the space
- Develop a process to ensure the resource center is routinely stocked and maintained
- Encourage users to keep the area clean & tidy

Indicative concept only

Worksettings

Neighborhood Zone | Meeting Room

The Meeting Room is located within the vicinity of the Department area. It is an enclosed bookable room for people to meet and come together. It supports various types of collaborative work such as reviewing and evaluating, informing and presenting or generating information. The technology provided supports collaboration that is both face-to-face and virtual and offers an equitable experience for those in the room and those participating virtually.

Indicative concept only

Worksettings

Neighborhood Zone | Meeting Room

Space

- Provide views into the room by incorporating transparent and opaque glass
- Design appropriately sized meeting rooms to accommodate 3-6 people and 6-8 people
- Provide seating for "primary" participants and "secondary" participants, with sightlines to the camera(s) and screen(s) for virtual participants
- Design the size based on department requirements
- Offer a variety of surfaces to display content (ex: digital screens, whiteboards, tack boards, etc.)

Tools + Technology

- Offer a consistent, seamless technology experience for both in-room and virtual participants
- Integrate an in-room booking system and information board to automate the room-booking process
- Supplement acoustical privacy with sound-masking as needed to prevent unwanted transfer of conversations to other spaces
- Provide whiteboards for display and capture of information
- Include access to power and Wi-Fi

People + Behavior

- Develop protocols that promote the intended use and behaviors
- Provide reservation methods that allow for booking rooms but prevent long-term block bookings or "squatting"

Indicative concept only

Indicative concept only
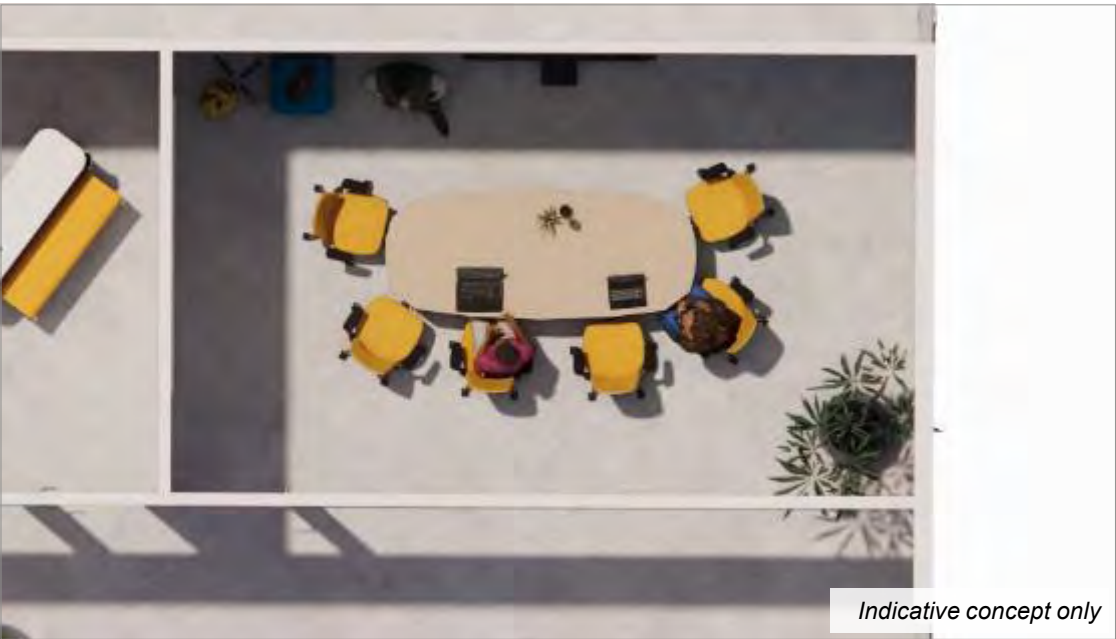
Worksettings

Neighborhood Zone | Focus Room/Pod

The Focus Room is located within the Neighborhood Zone and is a small enclosed room for 1-3 people or a fully enclosed booth for one person. It is designed to be multi-purpose in support of individual heads-down focus work, small meetings (physical or virtual), Office Hour sessions with Students or private discussions. It is both reservable and available on-demand to provide accessibility to all Faculty and Classified Professionals. The technology provided supports face-to-face and virtual connection and the experience is consistent and seamless.

Indicative concept only

Worksettings

Neighborhood Zone | Focus Room/Pod

Space

- Design to support 1-3 people
- Consider including freestanding Phone Booths/Pods, where appropriate, that provide flexibility and create space division in open areas
- Provide alternative settings to support different postures and preferences
- Enable penetration of natural light into the space where possible
- Mix transparent and opaque glass on Focus Rooms/Pods to balance visibility and privacy
- Provide backgrounds with whiteboard, artwork, or brand identification for an enhanced video experience for virtual calls

Tools + Technology

- Supply dual monitors and docking stations where appropriate
- Include video technology to allow for virtual collaboration
- Consider lighting to enhance user camera appearances; avoid lighting directly overhead
- Offer consistent and seamless technology solutions that are easy to connect to
- Supplement acoustical privacy with sound-masking as needed
- Include Wi-Fi and access to power

People + Behavior

- Develop and communicate protocols that promote the intended use and behaviors
- Provide a combination of Focus Rooms/Pods that are both reservable and non-reservable / available on a first-come, first-served basis
- Include methods to signal availability
- Provide reservation methods that allow for booking some of the Focus Rooms but prevent long-term block bookings

Indicative concept only

Indicative concept only

Worksettings

Neighborhood Zone | Shielded Focus

The Shielded Focus area includes a range of settings to conduct heads-down work within the Neighborhood Zone. Individuals can find a space to tuck away for deep focus work. Located in close proximity to the Focus Rooms and Pods, its fluid boundaries and appropriate protocols support uninterrupted focus work. Faculty and Classified Professionals come here to work alone, amongst peers. There are a variety of options in the Shielded Focus area including sheltered individual desks, semi-enclosed settings and fully enclosed Focus Rooms and Pods. Working in this area signals to others that an employee is in focus mode and prefers not to be interrupted. The range of individual settings provides users with options to meet their needs and individual preferences for how to focus.

Indicative concept only

Worksettings

Neighborhood Zone | Shielded Focus

Space

- Provide a series of enclosed, semi-enclosed and open sheltered work areas that are quiet, private areas within the Neighborhood Zone
- Include a variety of settings and postures to address individual preferences
- Consider high-back furniture and screens to create visual privacy
- Include soft furnishings & baffles to help improve acoustics
- Consider finishes and colors that create a relaxed feeling
- Locate on perimeter of the space away from major traffic routes
- Provide access to daylight and greenery

Indicative concept only

Tools + Technology

- Supply multiple monitors and docking stations where appropriate
- Consider appropriate sound masking to minimize auditory distractions
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Encourage people to work uninterrupted in a secluded and controlled space as needed
- Consider "No Phone Zone" protocol to reduce unwanted distractions
- Develop protocols that ensure concentration by discouraging external interruptions and collaboration within the zone
- Include protocols that discourage individuals from "squatting" in these settings for extended periods of time

Indicative concept only

Worksettings

Neighborhood Zone | Workstation

The Workstation supports individual work in the Departmental area. There is a combination of assigned Workstations for Residents and unassigned Workstations for Hybrid and Remote workers. The unassigned workstations can be scheduled in advance or are available on a walk-up-and-use basis. These unassigned Workstations provide Hybrid and Remote Classified Professionals or Adjunct Faculty with choice of where to work in the Neighborhood Zone. Designing the Workstation with a kit-of-parts will ensure future flexibility and provides the user with a range of choice within the setting. Focus work will happen throughout the Neighborhood Zone and the spacing and density of individual Workstations should be considered to minimize visual and acoustical distractions

Indicative concept only

Worksettings

Neighborhood Zone | Workstation

Space

- Develop a kit of parts (including work tools, task lights etc.) to provide flexibility and give users greater choice within the individual setting
- Provide height adjustable workstations to allow users to shift from seated to standing positions
- Reduce the height of panels to provide greater visibility, more open communication and more access to daylight
- Include freestanding screening elements to signal the need for privacy and no interruptions
- Consider benching workstations as an option for Hybrid and Remote workers
- Identify individual and group storage needs

Tools + Technology

- Offer consistent and seamless technology solutions and tools to effectively support in person and virtual connections
- Consider appropriate sound masking to minimize auditory distractions
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Develop protocols to communicate accepted behaviors at the workstations in the Department Hub
- Establish protocols for scheduled video calls that occur in enclosed spaces to minimize distractions in the open neighborhood

Indicative concept only

Indicative concept only

Worksettings

Neighborhood Zone | Private Office: Single Occupancy

The Private Office is intended to support individual work, small meetings, virtual calls with audio and visual needs, and one-on-one confidential conversations. The Private Office is located within the Neighborhood Zone and enhances Office Hour sessions with Students and interactions with other Faculty and Classified Professionals. The Office may be assigned, unassigned or shared, and may accommodate artifacts of one or more staff member depending on the hybrid strategy being implemented to support Faculty and Departmental needs. Designing the Private Office with a kit-of-parts will ensure future flexibility and provides the user with a range of choices within the setting. Integrating storage, tools and digital technologies in the Private Office ensures that personal workstyles, collaboration and the creative process are supported.

Indicative concept only

Worksettings

Neighborhood Zone | Private Office: Single Occupancy

Space

- Design the Private Office for multi-use by including a collaboration space for an additional one to two people
- Develop a kit of parts to provide flexibility and greater choice within the individual setting
- Include both transparent and solid boundaries to vary levels of privacy but still allow daylight to extend through the space
- Include semi-transparent glass walls or transparent sidelights to provide both visual privacy and views to the exterior
- Provide height adjustable desks to allow users to shift from seated to standing positions
- Consider the storage and display needs for Faculty and Classified Professionals: lockable, open shelving for books, credentials etc.

Tools + Technology

- Provide consistent and seamless technology solutions to support in person and virtual connections
- Supply dual or curved monitors and docking stations at the desk where appropriate
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Develop protocols that promote the intended use and behaviors, recognizing that work activities and work styles vary by individual and department
- Create a welcoming environment for Students to interact with Faculty during Office Hours
- Establish protocols for signaling occupancy, availability or the need for privacy

Indicative concept only

Indicative concept only

Worksettings

Neighborhood Zone | Private Office: Double Occupancy

The Double Occupancy Private Office hosts multiple users and is designed to support the needs of up to two occupants using the office at the same time. Shielding elements within the office allow the two occupants to focus on individual work, while relieving concerns of privacy and concentration. Lockable storage keeps each occupant's belongings safe while others are using the space. The Office may be assigned, unassigned or shared depending on the hybrid strategy being implemented to support Faculty and Departmental needs. Designing the Office with a kit-of-parts will ensure future flexibility and provides the user with a range of choices within the setting. Integrating storage, tools and digital technologies ensures that personal workstyles and collaboration are supported. It is located in the Neighborhood Zone in close proximity to alternative settings that support collaborative and social activities.

Indicative concept only

Worksettings

Neighborhood Zone | Private Office: Double Occupancy

Space

- Design the office to support all occupants' needs for work, display and storage
- Provide shielding elements to define each occupant's work area and support the need for focus
- Develop a kit of parts to provide flexibility and greater choice within the setting
- Include both transparent and solid boundaries to vary levels of privacy but still allow daylight to extend through the space
- Include semi-transparent glass walls or transparent sidelights to provide both visual privacy and views to the exterior
- Provide height adjustable desks to allow users to shift from seated to standing positions
- Consider the storage and display needs for Faculty and Classified Professionals: lockable, open shelving for books, credentials etc.

Tools + Technology

- Provide consistent and seamless technology solutions to support in person and virtual connections
- Supply dual or curved monitors and docking stations at the desk
- Include access to power and Wi-Fi for personal devices such as laptops, phones, chargers, etc.

People + Behavior

- Develop protocols that promote the intended use and behaviors, recognizing that Faculty work activities and work styles vary by individual and department
- Create a welcoming environment for Students to interact with Faculty during Office Hours
- Establish protocols for signaling occupancy, availability or the need for privacy

Indicative concept only

Indicative concept only

05.

Scenario Development

- Classroom Utilization Key Findings + Scenarios
- Work Modes Study Key Findings
- Foundational Pillars
- Scenarios Defined – FL2 Cypress Hall
- Scenarios Defined – FL1 Aspen Hall

Scenarios

Overview

This section identifies three sets of potential future-oriented scenarios for FLC's consideration. This includes one set of two scenarios for Faculty and Students (FL2 reimagination), one set of two scenarios for Classified Professionals and Students (FL1 reimagination) and one set of three scenarios for classrooms. These scenarios are based on the synthesis of all data from this engagement including but not limited to the following items.

- FLC Executive Team interviews and workshop
- Interviews with select members of the Classified Professional and Academic Senates
- Experience Survey and Work Mode Study
- Classroom utilization history
- Observation of Classrooms, and Faculty and Classified Professional space
- Workshops with Students, Faculty and Classified Professionals
- Consultation with external educational experts
- Steelcase research

The intent of these scenarios is to provide FLC Leadership with a range of solutions to inform future decision making for the Campus Master Plan. Each of the scenarios will have varying impacts on the Student, Faculty and Classified Professionals' experience, their overall effectiveness and future real estate requirements.

The scenarios for Faculty and Classified Professionals are based on mobile working or hybrid strategies. In implementing solutions of this type there are a number of key factors which are necessary for success. These include:

- Leadership alignment and behaviors that demonstrate endorsement
- Front line leaders fully understand the strategy and consistently apply it to ensure equity and inclusion
- Processes are evaluated and adjusted to support the new strategy
- A robust technology platform is implemented to enhance individual and group work, support virtual connections and provide a great learning and work experience
- An effective Change Management program is developed and implemented to ensure successful adoption of all elements of the new strategy including behaviors, process, technology and space

Scenario Development

Scenario development is both an art and a science and is heavily influenced by a range of factors investigated during the discovery phase of the FLC consulting effort. These factors include but are not limited to:

- What FLC Executive Team is seeking to achieve as represented by the Critical Success Factors developed during this engagement
- The unique development of Foundational Pillars for FLC's strategy and their relative ranking by Leaders, Faculty and Classified Professionals
- Results of the Work Mode Study
- Observation study and analysis of classroom utilization data

In developing the scenarios for FLC there were five key aspects which drove the positioning of the solution along the mobile / hybrid continuum. These include the following:

- Highly ranked Foundational Pillars of College Community, Success Rates, Innovation and Communication
- The desire among all constituents to build a stronger sense of community
- The implementation of an equitable mobile / hybrid policy (one for Faculty and one for Classified Professionals)
- Work Mode Study results which indicate between 2 - 3 days in the office per week to ensure effectiveness for Classified Professionals
- Union agreements for time in the office for Faculty and Classified Professionals

05. Scenario Development

Classroom Utilization Key Findings + Scenarios

Classroom Usage

Patterns, Constraints + Opportunities

This section explores classroom usage patterns, evolving modalities, FLC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here is derived from a number of sources, which include:

- Census reports for Fall 2018, Fall 2019, Fall 2022, Spring 2023, Fall 2023, Spring 2024, and Fall 2024

- Classroom scheduling data for Fall 2019 and Fall 2024

- FLC Leader workshop results from the long-term modality exercise

- FLC modality success report

The opportunities indicated by analysis of the data in this section and the associated three classroom scenarios could be significant for repurposed or reduced space. However, there are a number of potential realities, which will need to be considered before the full impact can be determined. These include but are not limited to:

- Constancy of Student interest in the current modality mix
- Appropriateness of encouraging Students in lower success categories to emphasize on-ground classes
- Operational implications of shifting some instruction to other than Monday – Friday or to Non-Peak times
- Willingness and appropriateness of Faculty to teach other than Monday – Thursday and in the afternoon / evening
- Timing and transportation constraints of Adjunct Faculty who teach on multiple campuses
- Ability of support capabilities to clean, service and maintain facilities and technology

FLC Success Rates by Modality Spring 2024

The data in the chart above was provided by FLC and reflects historical success rates for key student groups by modality

Note: for 2018 and 2019 hybrid is included in online and for 2022, 2023 and 2024 it is included in on-ground

Classroom Usage

Key Findings

- There has been a **significant shift in modalities** between 2018 and 2024; on-ground instruction has shifted from the upper 70% range to the low 50% range and there does not appear to be a catalyst to change the current levels of modality

- The number of Lecture and Lab classrooms has remained unchanged between 2019 and 2024, however a new science building will open in 2025 which will increase the net number of Labs significantly

- Demand numbers for Lecture and Lab rooms include usage by the **Mountainside Middle College High School at El Dorado Center** which increases utilization percentages shown in this analysis

- Findings for Lecture rooms include:
  - ✓ Based on the shift in modality the demand for Lecture rooms and utilization have significantly declined from 2018 and 2024
  - ✓ **Monday – Sunday** average utilization is 19.1%
  - ✓ **Monday - Thursday** average utilization is 30.2%
  - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low – Friday 13.1%, Saturday 0% and Sunday 0%,
  - ✓ **Peak utilization** tends to be in earlier in the daytime hours of **9am – 2pm**
  - ✓ Excess capacity is indicated for lecture rooms regardless of the combination of course days and hours considered

- Findings for Lab rooms include:
  - ✓ Based on the shift in modality the demand for Lab rooms and utilization have slightly declined from 2018 and 2024
  - ✓ **Monday - Sunday** average utilization is 37.9%
  - ✓ **Monday - Thursday** average utilization 60.9%
  - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low – Friday 21.4%, Saturday 0% and Sunday 0%
  - ✓ **Peak utilization** tends to be throughout the daytime hours of **10am – 4pm** and even the other time slots have significant utilization
  - ✓ Using the logic for Scenario 3 Lab rooms are currently near capacity

- FLC Leader response to the **ideal long-term modality mix** varied but when the statistics from the 2 workshop teams were averaged the result was **on-ground 55% and online 45%** which is similar to the Fall 2024 Weekly Enrollment Census statistics report where Section data indicates **on-ground 49.2% and online 50.8%**

- Student success by modality generally indicates that on-ground has higher success rates than online, however there are notable differences between student demographics when it comes to on-ground and Partially Online Under 50% (mostly in-person) vs other instructional methods

- Scenario and demand modeling have identified:
  - ✓ **Lecture rooms have excess capacity across all scenarios**
  - ✓ **Lab rooms appears to be at capacity for Scenario 3 at current demand level,** however when the net add in Labs resulting from the new science building is considered there is significant excess capacity beyond a 20% increase in demand (see Table 2 on scenario modeling page)

Usage Patterns Fall 2019 vs Fall 2024

Monday - Friday

Classroom Utilization By Time of Day
Monday - Friday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Lecture Rooms	2019 Fall	21.0%	53.3%	60.3%	55.4%	27.2%	52.1%	53.3%	29.5%	17.7%	24.9%	34.9%	31.5%	26.4%	19.2%	**36.2%**
	2024 Fall	17.7%	43.1%	55.1%	49.0%	35.1%	44.4%	42.8%	29.0%	11.0%	14.1%	14.1%	10.8%	6.4%	2.3%	**26.8%**
	Net Change	-3.3%	-10.3%	-5.1%	-6.4%	7.9%	-7.7%	-10.5%	-0.5%	-6.7%	-10.8%	-20.8%	-20.8%	-20.0%	-16.9%	-9.4%
	% Change	-15.9%	-19.2%	-8.5%	-11.6%	29.2%	-14.8%	-19.7%	-1.7%	-37.7%	-43.3%	-59.6%	-65.9%	-75.7%	-88.0%	-26.0%
Lab Rooms	2019 Fall	32.0%	62.0%	72.0%	76.0%	64.0%	60.0%	70.0%	72.0%	64.0%	54.0%	30.0%	52.0%	52.0%	44.0%	**57.4%**
	2024 Fall	32.0%	50.0%	68.0%	68.0%	58.0%	64.0%	66.0%	68.0%	58.0%	46.0%	24.0%	52.0%	46.0%	42.0%	**53.0%**
	Net Change	0.0%	-12.0%	-4.0%	-8.0%	-6.0%	4.0%	-4.0%	-4.0%	-6.0%	-8.0%	-6.0%	0.0%	-6.0%	-2.0%	-4.4%
	% Change	0.0%	-19.4%	-5.6%	-10.5%	-9.4%	6.7%	-5.7%	-5.6%	-9.4%	-14.8%	-20.0%	0.0%	-11.5%	-4.5%	-7.7%

This page documents changes in usage patterns between Fall 2019 and Fall 2024 for both room types. The focus is on Monday – Friday across all potential course times (Saturdays and Sundays are not included due to very low usage levels).

Net Change is defined as the utilization difference between Fall 2019 and Fall 2024. % Change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type are shown in the text box to the right.

Lecture
- Utilization decreased for all times in the range, except for 12PM
- The average utilization reduction is 26.0%

Labs
- Utilization decreases in all but 3 time slots
- The average reduction is 7.7%

Usage Patterns Fall 2019 vs Fall 2024

Monday - Thursday

Classroom Utilization By Time of Day
Monday - Thursday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Lecture Rooms	2019 Fall	23.7%	60.6%	69.6%	65.1%	31.4%	63.5%	64.7%	35.6%	20.8%	30.4%	42.9%	38.8%	32.4%	23.7%	**43.1%**
	2024 Fall	18.6%	47.1%	62.2%	55.4%	37.5%	50.3%	48.7%	32.1%	12.5%	16.7%	17.3%	13.5%	8.0%	2.9%	**30.2%**
	Net Change	-5.1%	-13.5%	-7.4%	-9.6%	6.1%	-13.1%	-16.0%	-3.5%	-8.3%	-13.8%	-25.6%	-25.3%	-24.4%	-20.8%	-12.9%
	% Change	-21.6%	-22.2%	-10.6%	-14.8%	19.4%	-20.7%	-24.8%	-9.9%	-40.0%	-45.3%	-59.7%	-65.3%	-75.2%	-87.8%	-29.9%
Lab Rooms	2019 Fall	35.0%	67.5%	80.0%	82.5%	67.5%	62.5%	77.5%	85.0%	75.0%	65.0%	37.5%	65.0%	65.0%	55.0%	**65.7%**
	2024 Fall	37.5%	52.5%	72.5%	72.5%	60.0%	72.5%	77.5%	80.0%	67.5%	55.0%	30.0%	65.0%	57.5%	52.5%	**60.9%**
	Net Change	2.5%	-15.0%	-7.5%	-10.0%	-7.5%	10.0%	0.0%	-5.0%	-7.5%	-10.0%	-7.5%	0.0%	-7.5%	-2.5%	-4.8%
	% Change	7.1%	-22.2%	-9.4%	-12.1%	-11.1%	16.0%	0.0%	-5.9%	-10.0%	-15.4%	-20.0%	0.0%	-11.5%	-4.5%	-7.3%

This page documents changes in usage patterns between Fall 2019 and Fall 2024 for both room types. The focus is on Monday – Thursday across all potential course times (Fridays, Saturdays and Sundays are not included due to very low usage levels).

Net change is defined as the utilization difference between Fall 2019 and Fall 2024. % change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type are shown in the text box to the right.

Lecture
- Utilization decreased for all times in the range, except for 12PM
- The average utilization reduction is 29.9%

Labs
- Utilization decreased for all but 4 time slots
- The average utilization reduction is 7.3%

Evolution - Online vs On-Ground

On Ground vs Online Class Mix Evolution

Weekly Enrollment Census Statistics

	Estimated Prior COVID	Fall 2018 Sections	Fall 2019 Sections	Fall 2022 Sections	Spring 2023 Sections	Fall 2023 Sections	Spring 2024 Sections	Fall 2024 Sections
On ground	90.0%	79.4%	75.9%	44.3%	47.4%	51.2%	53.1%	49.2%
Online	10.0%	20.6%	24.1%	55.7%	52.6%	48.8%	46.9%	50.8%

Note: for 2018 and 2019 hybrid is included in online and for 2022, 2023 and 2024 it is included in on-ground

Leader Workshop Long Term Modality Exercise Results

	FLC Leaders		Workshop
	Team 1	Team 2	Average
On ground	60.0%	50.0%	55.0%
Online	40.0%	50.0%	45.0%

The above graphic documents the evolution in modality from Pre Covid to Fall 2024 (Sections data is used here however the WSCH data is almost identical). Two trends are apparent from the data above.

- Prior to Covid on-ground courses were slowly declining over time as a percentage of the modality mix
- From Spring 2023 on-ground courses have varied between 47.4% and 53.1% of the modality mix

The above graphic is from the FLC Leader workshop where each team was asked to suggest the long-term modality mix that would be ideal and achievable for their students. The graphic indicates the results of each team for this exercise and the average of the responses.

Of particular interest the average from this exercise is similar to the modality mix from Sections data contained in the Enrollment Census Statistics for the last 4 semesters.

Classroom Scenarios

The following page explores a range of scenarios which vary target utilization levels and demand for courses based on current patterns. The analysis also estimates the resulting impact on the inventory of classrooms. The three scenarios considered are:

- Scenario 1 – Peak utilization is set to 80% and Non-Peak is based on Fall 2024 actual course demand hours
- Scenario 2 – Peak utilization is set to 80% and Non-Peak is set to 35% of course demand hours specified
- Scenario 3 – Peak utilization is set to 85% and Non-Peak is set to 40% of course demand hours specified

For each Scenario, a range of course demand hours is considered for each classroom type. Here the changing demand represents growth / decline in Student population and / or changes in modality. The course demand levels considered include:

- Current demand less 10%
- Current demand (Fall 2024)
- Current demand increased by 10%
- Current demand increased by 20%

The Peak and Non-Peak targets for Scenario 3 are based on best-in-class results within the Los Rios District College system and hence are realistic and achievable.

We believe Scenario 3 most accurately represents the classroom opportunities and challenges for FLC. It indicates:

- For lecture rooms
  - ✓ At current course demand levels there is a **50.3% excess in Lecture rooms**
  - ✓ In absolute terms the excess capacity would support a near doubling in demand and if current modalities extend into the future this would represent a near doubling of the student population
  - ✓ The distribution of lecture rooms across 3 locations is a somewhat limiting factor and should be considered in further analysis

- For lab rooms
  - ✓ Current course and Lab planning is effective which is indicated by utilization in Scenario 3 at current demand levels
  - ✓ At current demand levels Labs are near capacity
  - ✓ While the new science building should alleviate the capacity limitations for this room type, analysis indicates **significant excess capacity (approx. 33.3%)** will result beyond a 20% increase in demand (see note and Table 2 on the following page)
  - ✓ Further investigation, demand modeling and capacity investigation for labs is indicated

We are using the version of Scenario 3 which includes the net add of Labs from the new science building (see Table 2 on following page) in modeling scenarios for Faculty and classrooms. **This represents an aggregate reduction of 39% in classrooms.**

As in all modeling situations, there are potential realities, constraints and leadership decisions which will need to be considered before the full impact can be determined.

Classroom Scenarios

Table 1

	Classroom Utilization Scenario 1 Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ actual scheduled course demand			Classroom Utilization Scenario 2 Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ 35% course demand specified			Classroom Utilization Scenario 3 Monday - Thursday (4 days) Peak @ 85% utilization, Non Peak @ 40% of course demand specified		
	Lecture	Lab	Total	Lecture	Lab	Total	Lecture	Lab	Total
Current Hours Course Demand Less 10%	1187.1	306.9	1494	1187.1	306.9	1494	1187.1	306.9	1494
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	44.1	7.6	51.7	40.2	10.4	50.6	34.9	9.0	43.9
Excess # Rooms	33.9	2.4	36.3	37.8	-0.4	37.4	43.1	1.0	44.1
% Excess	43.5%	23.6%	41.2%	48.5%	-3.9%	42.5%	55.2%	9.7%	50.1%
Current Hours Course Demand	1319	341	1660	1319	341	1660	1319	341	1660
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	49.0	8.5	57.4	44.7	11.5	56.2	38.8	10.0	48.8
Excess # Rooms	29.0	1.5	30.6	33.3	-1.5	31.8	39.2	0.0	39.2
% Excess	37.2%	15.1%	34.7%	42.8%	-15.4%	36.1%	50.3%	-0.3%	44.5%
Current Hours Course Demand Plus 10%	1450.9	375.1	1826	1450.9	375.1	1826	1450.9	375.1	1826
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	53.9	9.3	63.2	49.1	12.7	61.8	42.7	11.0	53.7
Excess # Rooms	24.1	0.7	24.8	28.9	-2.7	26.2	35.3	-1.0	34.3
% Excess	31.0%	6.6%	28.2%	37.0%	-27.0%	29.8%	45.3%	-10.3%	39.0%
Current Hours Course Demand Plus 20%	1582.8	409.2	1992	1582.8	409.2	1992	1582.8	409.2	1992
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	58.8	10.2	68.9	53.6	13.9	67.4	46.6	12.0	58.6
Excess # Rooms	19.3	-0.2	19.1	24.4	-3.9	20.6	31.4	-2.0	29.4
% Excess	24.7%	-1.9%	21.7%	31.3%	-38.5%	23.4%	40.3%	-20.4%	33.4%

Notes:

1. Classrooms used by MMCHS are included in the room count and the associated usage is included in the utilization numbers.

2. The net add of Labs from the New Science building is not included in the table to the left as the building is not currently available. However, the Table 2 below demonstrates the impact on classrooms resulting from the net add of 18 Labs (12 new less 4 removed from FL2)) at a course demand which is 20% above the current levels. As science courses are predominately done on-ground the 20% increase reflects approximately a 20% increase in the student population.

Table 2

New Science Building Adjustment - Current Demand +20%

	Lecture	Labs	Total
Available # Rooms	78	18	96
Required # Rooms	46.6	12	58.6
Excess # Rooms	31.4	6	37.4
% Excess	40.3%	33.3%	39.0%

05. Scenario Development

Work Modes Study Key Findings

Hybrid Approach

Hybrid, Worker Profiles and Work Modes

Traditionally, workplaces have been planned so that each person is assigned a personal workspace, reflecting a 1:1 person to seat ratio. In a hybrid workplace for many employees work can occur at home, in the office and other places. For some of these employees, individual workspaces in the office are unassigned, and when in the office these people select work settings that match their current mode of work and their personal preference.

The key underlying factor for most effective hybrid workplace strategies is the definition of worker profiles and types. These are based on how individuals work and their level of mobility/choice today and in the future. Other factors that should be considered when developing a hybrid strategy are:

• Cultural strengths and weakness of the organization
• Job function requirements
• Current and desired degree of choice
• Personal suitability or situation
• Resources to train and develop the hybrid worker
• Availability of mobile technology and infrastructure

The profiles developed for this engagement are based on a deep understanding of the time Classified Professionals spend in a range of work modes. The work modes employed, and their definition were first developed by workplace researchers Nonaka and Takeuchi. Steelcase's WorkSpace Futures team have expanded the knowledge associated with the concept of work modes and we have leveraged that information in this engagement.

Alone Routine Tasks	Working by yourself doing tasks that don't require significant focus and/or privacy including email or casual correspondence.
Alone Deep Focus Work	Working by yourself doing tasks that require significant focus and/or privacy as in creating content, building spreadsheets or reading documents.
Collaborate Sharing information	Working with at least one other person and sharing information which could be a typical meeting to update people or reviewing project progress.
Collaborate Creating content	Working with at least one other person and creating content, idea sharing, brainstorming or innovation as in a product development meeting, or a problem-solving session.
Socialize Building connections	Spending time with others in a relaxed setting as in planned or chance encounters, team bonding exercises, or celebrations.
Other	This mode captures activities such as taking personal time, exercising, taking a mental break, lunch, etc. that occur throughout the workday.

Work Mode Study

Key Findings

- FLC's response rates to this study were below what is typical. Due to this a number of filters of the results had insufficient data to be presented in this document. This limited the findings and also suggests that while the broad direction of the findings are valid, they should not be viewed as definitive.

- Across the organization the predominant work mode is alone at 59% with alone routine at 35% and alone deep focus at 24%.

- The predominant worker profile is Profile 4 which is characterized by a high percentage of alone routine work

- All 8 worker profiles are present, and their distribution varies by demographics (as would be expected).

- When considering the effectiveness of work, alone work has a higher percentage of time targeted at home than collaborative work or socialization.

- Calculated time in the office varies by level which is to be expected (data for other views is not available). Leaders' results indicate 3.9 days and Classified Professionals indicate 3.16 days in the office.

- Based on the low response rate and work with similar clients we suggest approximately 2 to 3 days a week or 16 to 24 hours a week in the office be targeted for hybrid workers.

- Given the high percentage of individual work, implementing less than 4 days per week in the office is realistic, however it will require understanding student patterns and developing and managing a schedule to ensure Classified Professionals provide adequate coverage. We believe data from student "check-in" for services can be used to support this planning effort.

Alone
Routine Tasks

Alone
Deep Focus Work

Collaborate
Sharing information

Collaborate
Creating content

Socialize
Building connections

Other

Collaborative Meeting Sizes

The work mode capability collects information from each collaborative activity including the number of people in each session. This chart documents the size of meetings for both collaborative work modes. At FLC, in general, meetings tend to be small.

- The most frequent meeting size is 2 to 3 participants

- The second next most frequent meeting size is 4 to 6, however for collaborate creating there are equal amounts in the 7 to 10 meeting size category

- Approximately 59% of collaborative creating sessions include 2 to 6 participants

- Approximately 54% of collaborative sharing sessions include 2 to 6 participants

Note in calculating percentages above "No amount specified" was removed from the total.

Meeting Sizes

Collaborate - Creating: 11% | 10% | 49% | 27%

Collaborate - Sharing: 9% | 6% | 16% | 38% | 32%

% of Meetings Reported

Meeting Sizes
- 11 or more participants
- 7 to 10 participants
- 4 to 6 participants
- 2 to 3 participants
- No amount specified

Work Mode Aggregate Profile

Time Spent in each Work Mode

Work Mode	Average % of Time
Alone, Deep Focus	24%
Alone, Routine Task	35%
Collaborate, Creating	12%
Collaborate, Sharing	18%
Other	7%
Socialize	4%

This chart indicates the average percentage of time respondents spend in each work mode (data here is aggregated across all departments, locations and levels). Items of note at the aggregate level are:

• The predominant work mode is alone routine task

• 59% of time is spent in alone work

• The predominant collaborative activity is sharing

• 30% of time is spent in collaborative work

• 4% of time is spent in socializing

In the appendix of this report are four pages that show the breakdown of FLC's work mode results into 8 unique profiles. This is sufficiently detailed to see unique aspects of how work is done without introducing undue and unwarranted complexity.

It should be noted that the various subdivisions (department, level and location) analyzed may or may not have all 8 profiles and the percentage of time in each work mode will vary based on the unique work patterns associated with a given profile in a specific subdivision.

Work Effectiveness

By level

The tables on this page are based on aggregating responses by level across all work mode instances to the question *"Where would you be most effective: office or home?"*

The data shows that in most instances employees at all levels believe from an effectiveness / productivity perspective work can be blended between home and the office. Also, the data from both groups indicate there is less reason for alone work to be done in the office as compared to collaborative work and socialization. People Leaders indicated higher effectiveness in the office than Classified Professionals.

For the bar chart on this page, the numbers at the top of each bar represent the number of days per week the average person believes would be most effective to spend in the office by level. These are derived by weighting headcount "effectiveness" responses by work mode across each profile for each department.

The results indicate that People Leaders believe there is a higher need to be in the office than Classified Professionals by about a day.

Given the manner work modes overlap during a typical day, it would probably be better to view these "days per week in the office" as "hours per week in the office".

Note: the response rate was insufficient to report breakouts for Executive, Manager, and Supervisor. Data that was collected is aggregated together as FLC People Leaders.

Bar chart — Office Day/Wk:
- FLC People Leaders: 3.90
- FLC Classified Professionals: 3.16

FLC People Leaders	Effectiveness	
	% Home	% Office
Alone - deep focus	39.7%	60.3%
Alone - routine task	21.4%	78.6%
Collaborate - sharing	14.3%	85.7%
Collaborate - creating	18.0%	82.0%
Socialize		100.0%
No response and no preference removed from calculations		

FLC Classified Professionals	Effectiveness	
	% Home	% Office
Alone - deep focus	54.1%	45.9%
Alone - routine task	39.5%	60.5%
Collaborate - sharing	33.9%	66.1%
Collaborate - creating	22.0%	78.0%
Socialize	9.7%	90.3%
No response and no preference removed from calculations		

05. Scenario Development

Foundational Pillars

Foundational Pillars

Foundational Pillars have been developed for this project based on interviews and a workshop with FLC's Executive Team and Steelcase's global research on higher education. These Pillars played a key role in envisioning the appropriate scenarios for the future learning and work experience at FLC.

College Community

The college experience promotes a culture of equity, inclusion, empathy and respect linked to the values of FLC.

Success Rates

Successful course completion, graduation and transfer rates are evaluated, measured and prioritized.

Innovation

Continuous improvement in processes, systems, capabilities and programs to meet current and emerging Student and Constituent needs.

Flexibility + Balance

Faculty, Classified Professionals and Administrators have choice over where work is done and how they should support and connect with Students.

Work Experience

The on-ground experience for Faculty, Classified Professionals + Administrators is enhanced to entice and increase in-person presence.

Communication

Communication is strengthened and prioritized to ensure transparency and understanding for all decision-making processes.

Campus Experience

Classrooms, community and social amenities provide opportunities to build connections and a supportive experience for Students.

Learning + Development Flexibility

Students have choice over where and when learning, networking and access to mentors occur.

Ranking of Foundational Pillars

This page documents the ranking of Foundation Pillars from each Workshop conducted with FLC Leaders, Faculty and Classified Professionals. *The Foundational Pillars are ranked in ascending order from 1 to 8 (1 being the MOST important and 8 being the LEAST important).*

The results indicate general alignment between all groups with the Foundational Pillars of College Community, Success Rates and Innovation being ranked in the top three. Faculty ranked Success Rates lower than the other two groups based on the perspective that Success Rates are the natural outcome of doing the other factors well.

Campus Experience was ranked fourth by Leaders but received the lowest ranking from Classified Professionals. This ranking was somewhat driven by the newness of the campus and the extent to which it has been well maintained.

Communication was ranked fifth by Leadership but was ranked first by Classified Professionals and eighth by Faculty. This disparity is perhaps due to Classified Professionals' perception that there is a lack of clear communication between them, Faculty and the administration and their desire to address this situation.

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2
Communication	5	1	8
Learning + Development	6	6	5
Flexibility + Balance	7	7	7
Work Experience	8	5	4

05. Scenario Development

Scenarios Defined

FL2 Cypress Hall

Scenarios Overview: FL2 Cypress Hall

Faculty, Students and Classrooms

Cypress Hall building interior will be reconceptualized and nonstructural walls will possibly be removed, but no other constraints are included in these scenarios

As Is	
Resident	0%
Hybrid (variable ratio, no %)	100%
Remote	0%

- Relevant spaces for Scenarios in FL1 and FL2 include approximately 22 instructional rooms, 50 Faculty offices and approx. 14 seats for Career Ed, Tutoring etc.
- Office sharing has been introduced for Adjunct and some Full-time Faculty; under consideration is 3-day minimum presence for Faculty office ownership
- Heavy personalization of offices
- There are no / limited Student experience areas outside the Classrooms
- Classrooms generally support traditional lecture mode with limited display technology
- Four Science and Lab Classrooms and select staff will be moved to the new Science building when it is complete

Note the Technology group will be moved to FL1 in these scenarios

Scenario 1	
Resident (1:1 ratio, 60%+)	25%
Hybrid (2:1 ratio, <60%)	50%
Remote	25%

- Formal Hybrid program introduced and office sharing evolved for Faculty; Residents are assigned offices and must be in office 3+ days / week, Remote workers rarely come to office and work in Community areas and Hybrid workers share offices at 2:1 ratio
- Faculty offices for Hybrid workers are designed to accommodate the workstyles and artifacts of two Faculty members assigned to an office and are shared on a 2:1 ratio (two individual seats)
- Community spaces will be designed with a wide range of settings to provide choice for Faculty
- Areas will be introduced where Students can congregate informally before and after class
- Settings will be considered for Students to take online classes while on campus
- Classrooms reduced by 39% based on utilization and redesigned for flexibility
- Significant change management required

Scenario 2	
Resident	0%
Hybrid (3:1 ratio, unassigned)	75%
Remote	25%

- Hybrid program evolved from Scenario 1; Hybrid Faculty offices are assigned to a department but unassigned to specific Faculty members and are shared on a 3:1 ratio, Remote workers are the same as Scenario 1
- The use of offices can be determined and managed by the department
- Additional unassigned enclosed spaces will be included in Faculty Community areas to support focus work and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding
- Student areas enhanced over Scenario 1
- Classroom designs and numbers same as Scenario 1
- Significant change management required

As Is:
FL2 Cypress Hall

Faculty + Classrooms

Faculty and Classroom scenarios for FLC will integrate relevant spaces from FL1 and FL2 into a reconceptualized FL2 building.

FL1 currently houses several Classrooms and Faculty offices in addition to the Welcome & Student Success Center, the Library, the Innovation Center and a broad range of other spaces. FL2 houses predominantly Classrooms, Faculty offices, a Tutoring Center, Career Ed program and select members of the Technology group.

FL1 and FL2 were the first two buildings built on FLC's main campus and are of modern design, well maintained and generally provide a consistent experience for Student and Faculty. Lecture rooms support traditional lecture mode, with the instructor at the front of the room and minimal ability to adapt the furniture within the room. Lab rooms were designed to support the needs of the relevant subject area and 4 of these Labs will be transferring to the new Science building when it is complete in 2025.

The majority of Faculty offices in the two buildings open into the interior corridors and there is limited obvious support for Faculty dedicated social and collaborative activities within the buildings. During observation of Faculty areas most offices appeared to be empty a substantial portion of the time.

Office sharing has been adopted at a basic level for Adjunct and lower tenured Faculty, and this has resulted in a limited amount of space savings. A more formal hybrid program for Faculty offices is under consideration which would provide Faculty the opportunity to own an office if they are willing to commit to be on campus 3+ full days per week. All other Faculty would share offices.

Most classrooms have display technology which appears modern and worked well in all rooms where it was used or tested by our team.

Defining Characteristics

- The instructional space is comprised of approximately 22 classrooms and 50 Faculty offices
- Hybrid exists for all Faculty, but is ad hoc
- Sharing of Offices has been adopted for Adjunct and lower tenured Faculty
- There is heavy personalization of offices
- In the Faculty areas there is limited obvious collaborative and social space
- There are few Student experience areas in the proximity of Classrooms
- Lecture rooms generally supported traditional lecture mode and have effective display technology

As Is:
FL2 1st Floor

Key:

- ⬤ Community
- ⬤ Learning
- ⬤ Neighborhood

Actual Space Capacity:

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	0	0	1	0
Hybrid	50	100%	1.2	42
Remote	0	0	1	0
	50	100%		42
Offices				42
Workstations				0
Deans Office				0

Notes:
1. Instructional Faculty from FL1 included in FL2 reconceptualization and included in population and seats above
2. Technology group from FL2 included in FL1 reconceptualization and not in population or seats above
3. Tutoring, Career Ed, etc. addressed in FL2 reconceptualization but not included in numbers above

As Is:
FL2 2ⁿᵈ Floor

Key:

- 🟢 Community
- 🟠 Learning
- 🔵 Neighborhood

Indicative concept only

Scenario One: FL2 Cypress Hall

FL2 Cypress Hall redefined for an upgraded experience

In Scenario One the goal is to reimagine the current square footage of FL2 (less 39% of classrooms from FL1 and FL2), integrate classrooms and Faculty offices from FL1 and introduce a formal hybrid program similar to what is currently being considered for Faculty. Some excess space will be used to introduce Faculty community and Student interaction areas.

The formal Hybrid program will realize 3 types of Faculty: Residents who are in the office 3+ days a week and will own an enhanced office; Hybrid who will be in the office weekly but less than 3 days and will share an office at 2:1; and, Remote who will not come to campus regularly and will utilize open and enclosed spaces in the new Faculty community areas when on campus.

Scenario One will provide an upgraded learning experience and will enhance Student and Faculty interactions. This will:

- Offer Students a better learning experience before, during and after classes
- Ensure greater choice and flexibility for Faculty
- Better match the office solution with Faculty work patterns
- Leverage a Hybrid workforce to better utilize square footage through sharing offices

Design Characteristics

- Resident Faculty offices are designed to provide an enhanced experience
- Hybrid Faculty offices are designed to accommodate the workstyle and artifacts of two Faculty members assigned to each office
- Faculty community areas will be designed with a range of unassigned drop-in spaces for Faculty to work when they don't need their private office
- Introduce areas where Students can congregate informally before and after class
- Settings will be considered for Students to take online classes while on campus
- Classrooms redesigned to enable flexibility to support enhanced Student and Faculty experience
- New processes and protocols will be introduced as appropriate to support new workstyles and sharing
- Significant change management required

25% Resident Workers
in office 3+ days a week
(1:1 ratio)

50% Hybrid Workers
in office weekly but less than3 days a week
(2.1 ratio)

25% Remote Workers

Significant level
of Change Management effort required

Shift in real estate
26% Real Estate Saving

Scenarios One & Two: FL2 1ˢᵗ Floor

Option 1 – without Innovation Center

Key:

- ● Community
- ● Learning
- ● Neighborhood
- ● Real Estate Savings

Space Saving for the FL2 building is explained in more detail on the last slide in this section.

Indicative concept only

Scenarios One & Two:
FL2 1st Floor

Option 1 – without Innovation Center

Space Saving for the FL2 building is explained in more detail on the last slide in this section.

Scenarios One & Two: FL2 1st Floor

Option 2 – including expanded Innovation Center

Key:

- ⬤ Community
- ⬤ Learning
- ⬤ Neighborhood
- ⬤ Real Estate Savings

Space Saving for the FL2 building is explained in more detail on the last slide in this section. This slide illustrates space savings when the Innovation Center is moved to the reconceptualized design of this building and expanded from 1851 square feet to 4,230 square feet.

Indicative concept only

Scenarios One & Two:
FL2 1ˢᵗ Floor

Option 2 – including expanded Innovation Center
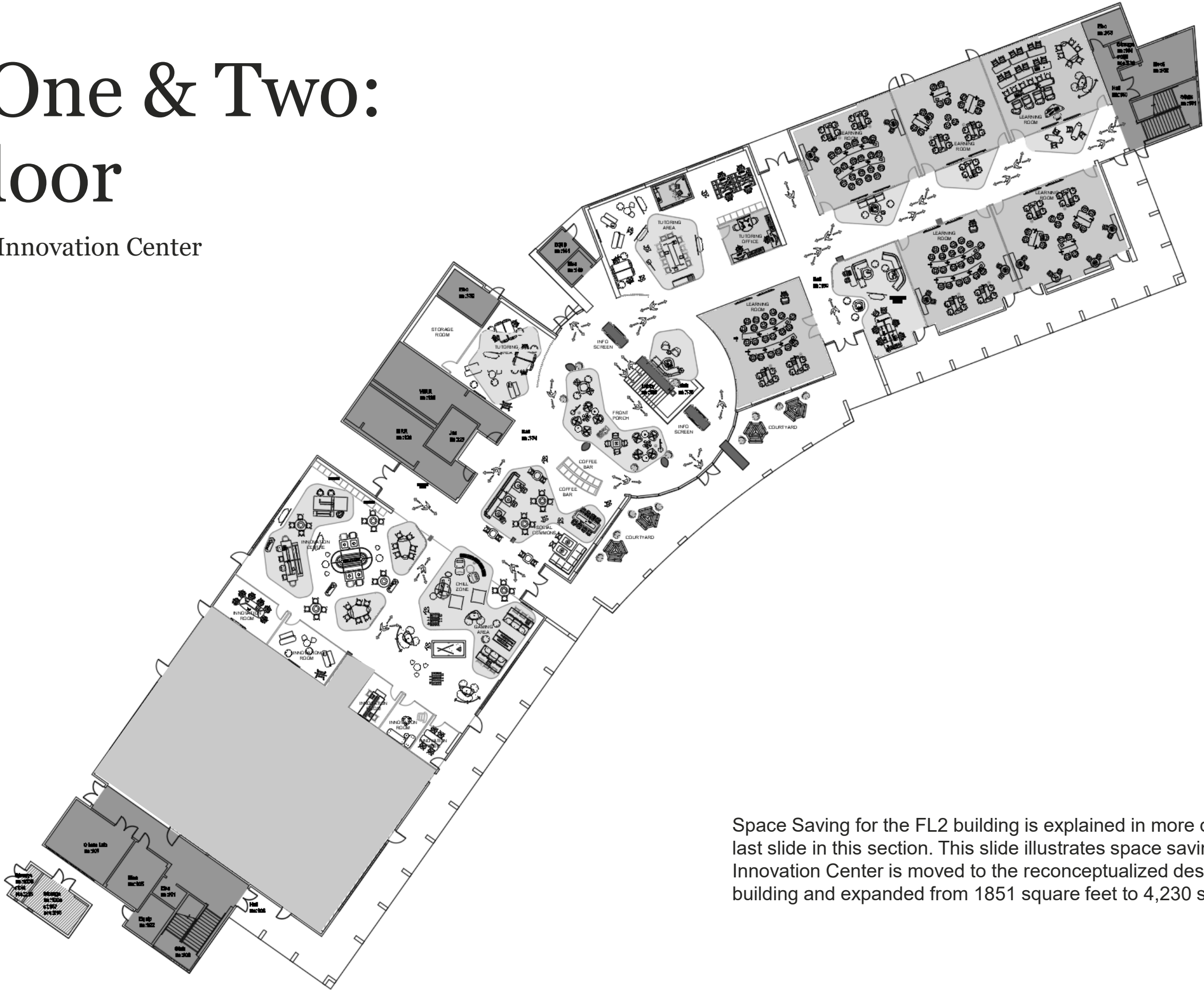
Space Saving for the FL2 building is explained in more detail on the last slide in this section. This slide illustrates space savings when the Innovation Center is moved to the reconceptualized design of this building and expanded from 1851 square feet to 4,230 square feet.

Scenario One:
FL2 2nd Floor

FLC | Space Utilization Study

Key:

● Community
● Learning
● Neighborhood

Scenario One: FL2 2nd Floor

Calculated Space Capacity:

	Number	%	Sharing	Req.
	People	Population	Ratio	Seats
Resident	12.5	25%	1	12.5
Hybrid	25	50%	2	12.5
Remote	12.5	25%	0	0
	50	100%		25
			Offices	25
			Workstations	0
			Deans Office	0

Designed Space Capacity:

Faculty:
12x Double occupancy office
14x Single occupancy office
10x Workstations

Other Areas:
1x Career Ed office
1x Science Support office
6x Classrooms

Indicative concept only

Scenario One: FL2 Cypress Hall

Potential outcomes

- College Community is enhanced by a higher level of Faculty presence and potentially greater levels of interaction with Students in Faculty offices and in Faculty / Student community areas

- Communication is supported by increased interactions in the social and collaborative spaces

- The exchange of ideas will be increased by bringing people together, through increased in-person presence which should result in more Innovation and an improved Campus Experience

- The Campus Experience is slightly enhanced because of the variety of classrooms and spaces to increase Student interaction

- Learning Flexibility will be supported by introducing areas where Students can congregate informally before and after class

- Success Rates could be positively impacted by the creation of flexible classrooms that support a variety of teaching and learning styles

- Flexibility + Balance is supported though a formal Hybrid program which offer Faculty greater choice, control of where they work and the introduction of range of collaborative and social spaces

FL2 Cypress Hall Experience
Scenario One
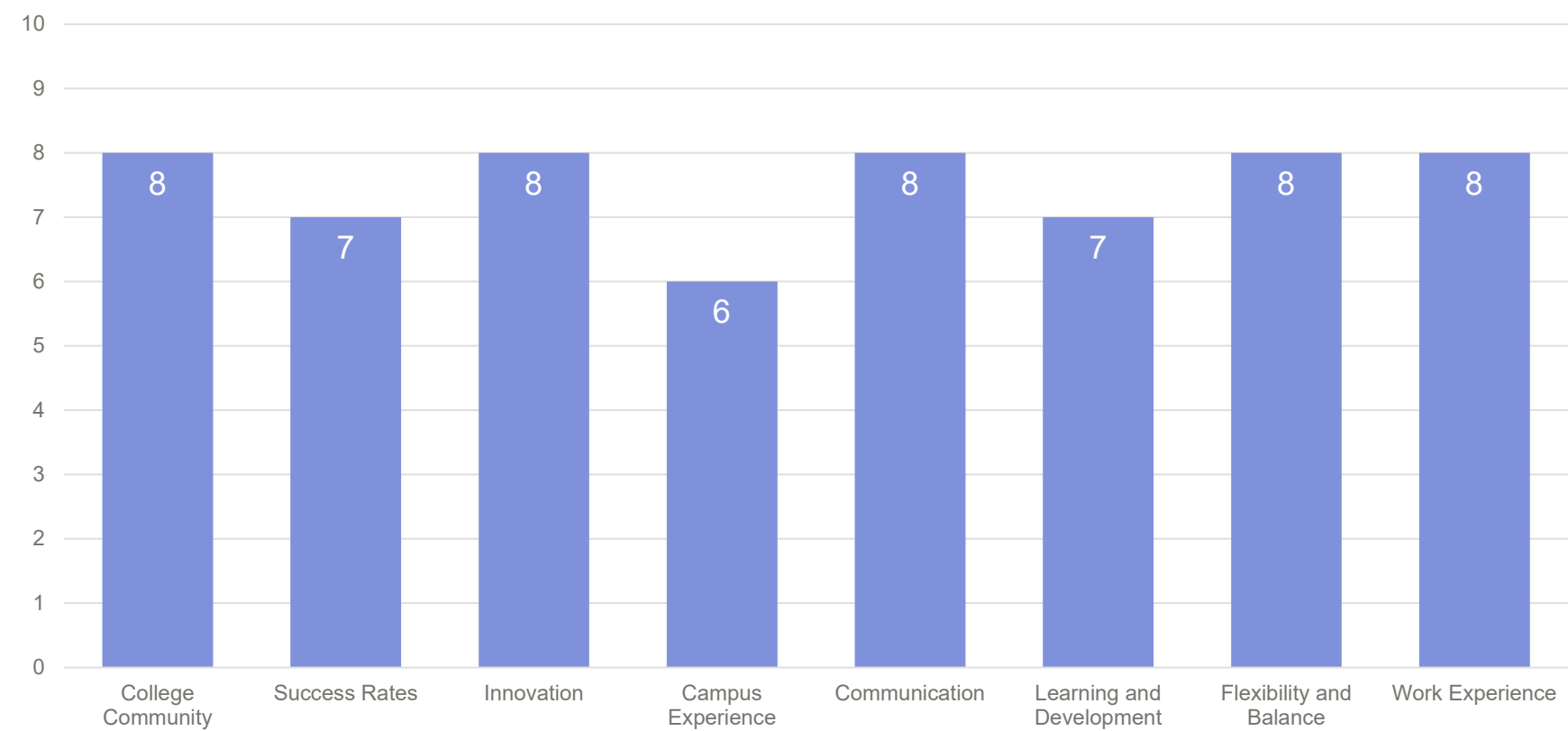
The chart above indicates how the Scenario supports the Pillars ranked by FLC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Two:
FL2 Cypress Hall

FL2 Cypress Hall transformed for an optimal experience

Scenario Two evolves the hybrid program utilized in Scenario One and provides enhanced Faculty community and Student areas. Faculty offices will be concentrated in central neighborhoods to support both individual and collaborative work and social interaction.

The evolved hybrid program will realize 2 types of Faculty: Hybrid who will be in the office weekly and will share offices at 3:1 and Remote who will not come to campus regularly and will utilize open and enclosed spaces in the new Faculty community areas when on campus.

Scenario Two will provide an upgraded experience that:

- Offers Students a further enhanced learning experience before, during and after classes
- Provides Faculty a further enhanced work experience through a broader range of settings in the Faculty community areas
- Further leverages a highly hybrid workforce to better utilize square footage through sharing offices at an increased sharing ratio

Design Characteristics in addition to Scenario One

- Faculty offices are assigned to a department but unassigned to specific Faculty Members and are shared on a 3:1 ratio
- The use of offices will be determined and managed by each department
- Additional unassigned enclosed spaces will be included in Faculty community areas to support individual concentration and small group interaction
- The design within the Faculty community will consider the importance of the display of Faculty credentials and department branding
- Areas where Students can congregate informally before and after class will be expanded and enhanced

0% Resident Workers
in office 3+ days a week
(1:1 ratio)

75% Hybrid Workers
in office weekly but less than 3 days a week
(3.1 ratio unassigned)

25% Remote Workers

Significant level
of Change Management effort required

Shift in real estate
26% Real Estate Saving

Scenario Two:
FL2 2ⁿᵈ Floor

Key:

- ◯ Community
- ◯ Learning
- ◯ Neighborhood

Indicative concept only

Scenario Two: FL2 2nd Floor

Calculated Space Capacity:

	Number	%	Sharing	Req.
	People	Population	Ratio	Seats
Resident	0	0%	1	0
Hybrid	37.5	75%	3	12.5
Remote	12.5	25%	0	0
	50	100%		12.5

Offices	12.5
Workstations	0.0
Deans Office	0

Designed Space Capacity:

Faculty:
13x Double occupancy office
10x Workstations

Other Areas:
1x Career Ed office
1x Science Support office
6x Classrooms

Indicative concept only

Scenario Two: FL2 Cypress Hall

Potential outcomes

- By transforming the available square footage in Scenario Two, all Pillars except College Community can reach their maximum potential, positively impacting the Learning and Work Experience plus Success Rates

- College Community is reduced in this scenario as Faculty will potentially be on campus less often vs Scenario 1. If in Scenario 1 Faculty presence does not change from the current situation then for both Scenarios the score is the same at 6

- Campus Experience and Innovation are optimized since there are more opportunities to bring people together to build relationships, creating a sense of belonging and inclusion while also supporting the transfer of ideas and knowledge

- Campus and Work Experiences will be increased by implementing a formal Hybrid program and office sharing for Hybrid Faculty which will provide additional space to enhance Faculty neighborhoods, Student interaction areas and community spaces

- Students will view the connection areas in FL2 as a preferred destination to study and socialize with each other which will positively impact their learning and lead to improved campus presence and Success Rates

- Communication is enhanced by increased interactions in the social and collaborative spaces

- Flexibility + Balance for Faculty is further promoted with offices available along with a broad range of open, enclosed and social spaces
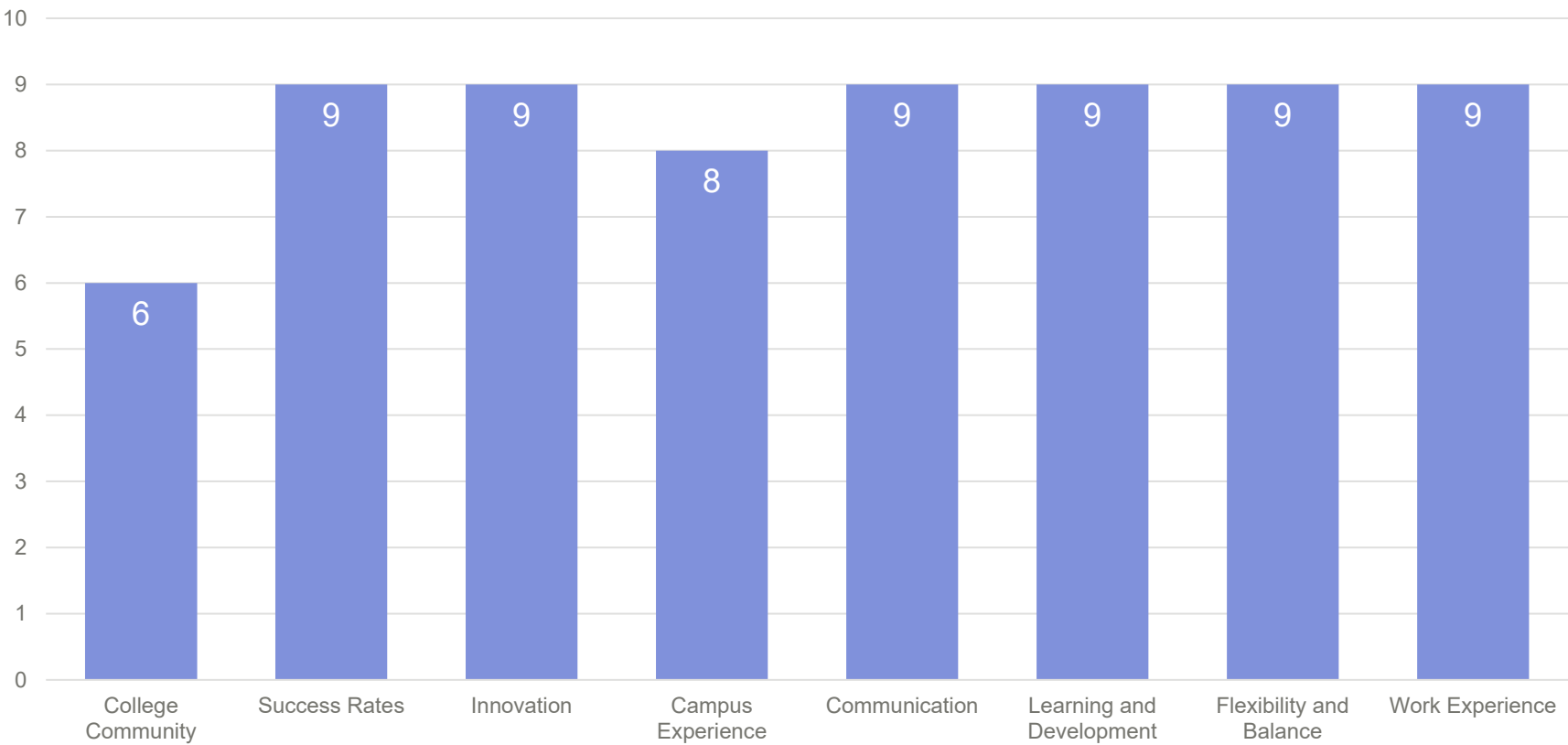
FL2 Cypress Hall Experience
Scenario Two

The chart above indicates how the Scenario supports the Pillars ranked by FLC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Comparison: FL2 Cypress Hall

The charts above indicate how each Scenario supports the Pillars ranked by FLC Leadership Team. The Pillars are rated from 1-10 in each scenario.

Scenario Two: FL2 Cypress Hall

Real Estate Savings – FL2 Building & Innovation Center

This page illustrates the net real estate savings for FL2 including and excluding an expanded and redesigned Innovation Center.

The current Innovation Center is approximately 1851 square feet and consideration is being given to expanding its size and potentially relocating it to FL2. As part of this engagement a new design concept was developed for the Innovation Center expanding the footprint to 4,230 square feet.

The images and statistics on the right of this page indicate a new design concept and the space savings implications for FL2 with and without the expanded Innovation Center. Additional detail on the new conceptual design is included later in this document.

Redesigned Innovation Center: 4230sqft

1st Floor   1st Floor

Space Saving =
26% savings (excluding Innovation Center)

Space Saving =
13% savings (with expanded Innovation Center)
Note: Current Innovation Center is 1851 sqft redesigned is 4230 sqft

05. Scenario Development

Scenarios Defined

FL1 Aspen Hall

Scenarios Overview:
FL1 Aspen Hall

Classified Professionals and Students

Aspen Hall building interior will be reconceptualized and nonstructural walls will possibly be removed, but no other constraints are included in these scenarios

As Is

Resident (1:1 ratio, 80-100% time)	100%
Hybrid	0%
Remote	0%
Temporary Classified (varies, varies)	N/A%

- Hierarchical planning methodology
- Limited group, collaborative and social spaces for employees and students
- Offices and workstations predominately assigned
- Highly compartmentalized departmental space due to high number of interior walls
- Limited hybrid program with no sharing (5 days per week optional Monday – Thursday on campus)
- Temporary Classified group of approx. 30 people with limited informal sharing

Scenario 1

Resident (1:1 ratio, 80-100% time)	60%
Campus Mobile (1.3:1 ratio, 80–100%)	40%
Remote (10:1 ratio)	0%
Temporary Classified (3:1 ratio, varies)	N/A

- Activity-based work planning methodology
- Existing limited hybrid program (Monday – Thursday on campus)
- Formal Campus Mobile program with sharing introduced; sharing of desks and offices for Campus Mobile workers at 1.3:1 + Temporary Classified share at 3:1
- Office to workstation ratio will be unchanged with offices included for Counselors and Senior Leaders
- Updated design in office areas with increase in collaborative space if possible
- The Welcome Center and Library are redesigned
- Non-structural walls are removed or repositioned
- Moderate change management required

Scenario 2

Resident (1:1 ratio, 80-100% time)	40%
Hybrid (1.5:1 ratio, 60% time)	50%
Remote (10:1 ratio)	10%
Temporary Classified (5:1 ratio, varies)	N/A

- Activity-based work planning methodology
- Formal updated Hybrid program for non-peak periods introduced
- Hybrid program with sharing of desks and offices for Hybrid and Remote workers at 1.5:1 and 10:1 + Temporary Classified share at 3:1
- Quantity of group, collaborative and social spaces enhanced over Scenario 1 with increased options for Hybrid / Remote workers
- Office to workstation ratio will be unchanged with offices included for Counselors and Senior Leaders
- The Welcome Center and Library are redesigned
- Non-structural walls are removed or repositioned
- Significant change management required

As Is:
FL1 Aspen Hall

Classified Professionals + Student Experience

Scenarios for FLC Classified Professionals will integrate relevant spaces from FL1 and FL2 into a reconceptualized FL1 building. The focus of these Scenarios include:

- For FL1, all areas which contain Classified Professionals and related non instructional Faculty including the Library and Counseling staff
- For FL2, the Technology group residing in this building

FL1's workplace was originally developed using a hierarchical planning methodology and the layout of the space is predominantly private offices and workstations. There are many physical barriers (walls and doors) which sub divide and compartmentalize the space offering limited flexibility. The range of settings is limited and there is little collaborative space. There are approximately 40 Temporary Classified workers. All workstations and offices are assigned with a 1:1 ratio except for the Temporary Classified workforce who share with a variable ratio. Prior to the pandemic, people worked in the office every day. However currently many Classified Professionals are hybrid workers (4 days a week in the office).

The main lobby of the building is designed for orienting Students to the appropriate Services including Welcome & Student Success Center, Admissions & Records, Center for Excellence, Community Room, Counseling Equity Center, Financial Aid, Innovation Center Makerspace, Library and Undocu-Falcons Center. The Welcome & Student Success Center and the Library are linked together in a large area with a moderate range of settings.

FL1 also has a number of classrooms and offices for Instructional Faculty. These spaces and people will be incorporated into the scenarios for FL2 to provide a consistent experience for Students and Faculty.

Defining Characteristics

- The building is segmented and compartmentalized by walls, doors, offices and hallways

- Wayfinding is challenging due to the number of barriers and limited signage

- Departments are comprised of predominantly private offices that open onto a workstation area with very few group and collaborative settings

- Some Department and Program areas lack spaces to support confidential conversations with Students

- Sharing of individual space only occurs for a limited number of Temporary or flexible workers

- Coffee stations are ad hoc and the official break rooms are not optimal

- Personalization of workstations and offices along with artifacts are visible throughout the building

- Limited hybrid program for all workers

- Student check-in occurs in the Welcome Center and Students transition to the appropriate area for their service interaction

As Is:
FL1 1st Floor

Key:

○ Connection

○ Learning

○ Community

Actual Space Capacity:

	Number People	% Population	Sharing Ratio	Req. Seats
Resident	57	100%	1	57
Hybrid	0	0%	1	0
Temporary	30	N/A	varies	24
Remote	0	0%	1	0
	87	100%		81
			Offices	33
			Workstations	24
			Temp Classified	24

Notes:
1. Instructional Faculty from FL1 included in FL2 reconceptualization and not in population or seats above
2. Technology group from FL2 included in FL1 reconceptualization and included in population and seats above

Indicative concept only
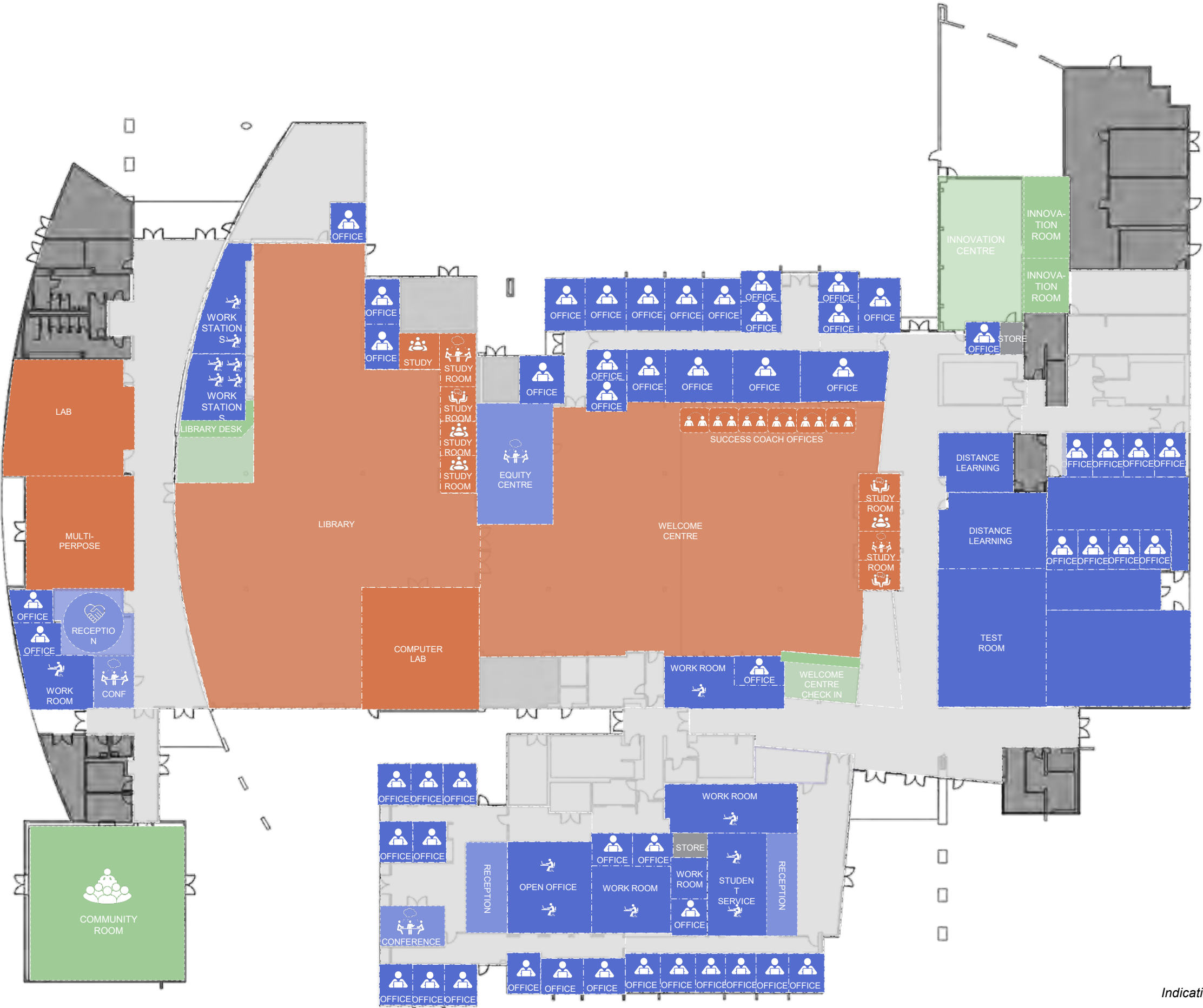
As Is:
FL1 2nd Floor

Key:

- ● Connection
- ● Learning
- ● Community
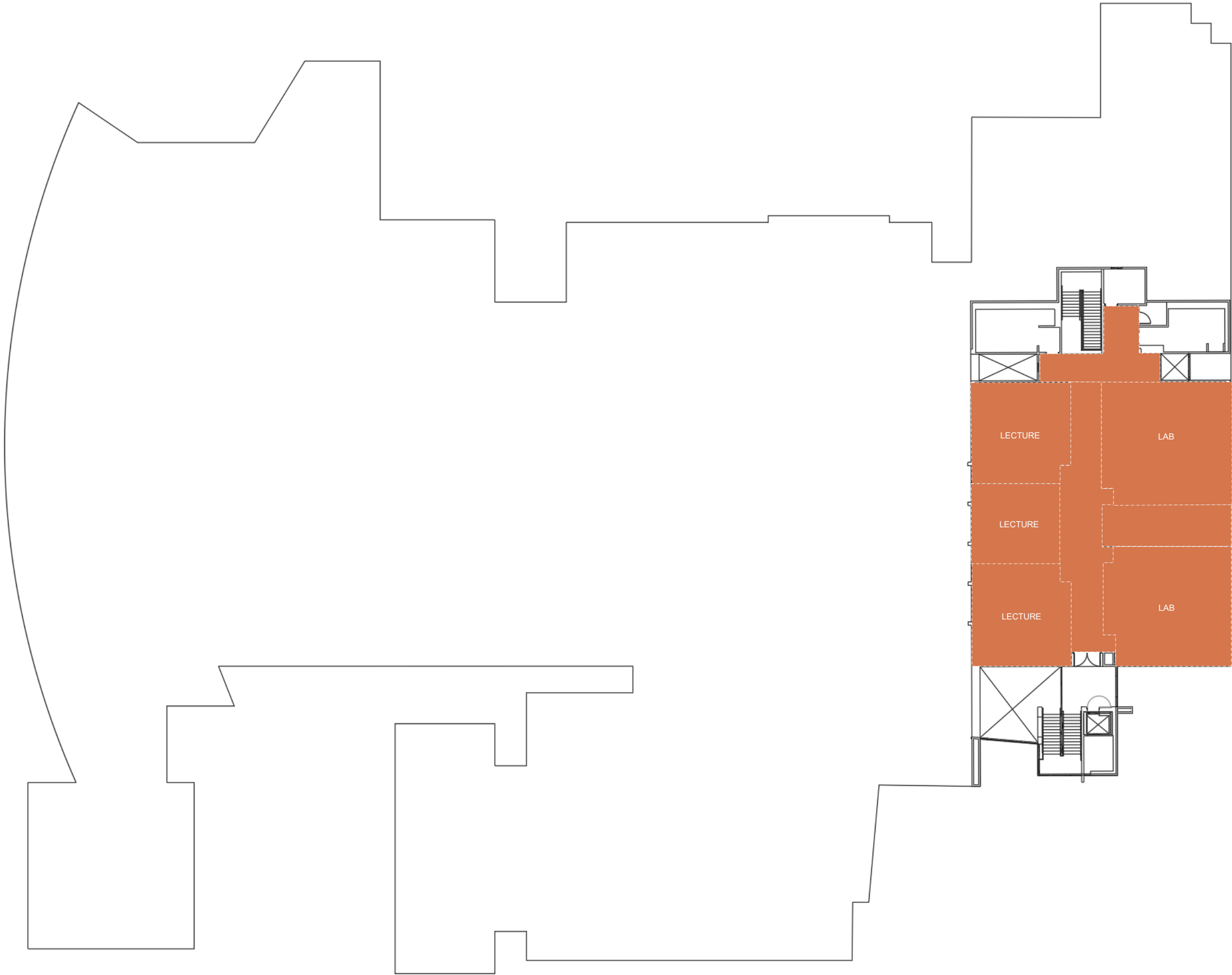
Scenario One: FL1 Aspen Hall

FL1 Aspen Hall redefined for enhanced experience

In Scenario One the goal is to reimagine the current square footage of FL1 to enhance community, improve communication and provide better experiences for Employees, Students and guests while saving space. This will be accomplished by implementing Mobile Working and removing walls where appropriate.

This Scenario introduces a Mobile Working strategy with 3 types of workers. Resident workers are in the office 4+ days a week and will own a workstation or office; Campus Mobile workers are in the office 4+ days a week and will share offices or workstations; and Temporary Classified workers who are in the office when needed will share individual spaces.

In both Scenario 1 and Scenario 2, the Welcome & Student Success Center and the Library are redesigned to provide enhanced experiences for Students, Faculty and Classified Professionals throughout the year.

Scenario One will provide Employees and Students with an upgraded experience that:

- Builds stronger community and communication within departments
- Provides an enhanced community experience in common areas
- Enhances Student experience by offering multi-functional spaces
- Better matches the design to how work is actually done

Design Characteristics

- All workers remain on the current one day a week remote program and no additional time is allocated to working away from the campus
- Introduces Activity-based working and sharing for Campus Mobile and Temporary workers
- Campus Mobile workers have access to shared workstations or offices on a **1.3:1** sharing ratio and Temporary Classified workers have a sharing ratio is **3:1**
- Updated design in office areas with increase in collaborative space
- If possible, collaborative settings will increase in the common areas and will be sized to accommodate the average meeting size of 3 or less
- Enhanced Welcome & Student Success Center and Library with greater integration and improved experience
- Select nonstructural walls removed
- Protocols, social contracts and processes are developed within and between departments to address the new way of working and ensure connections and team effectiveness

60% Resident Workers (non temp)
in office 4/5 days a week in non-peak periods
(1:1 ratio)

40% Campus Mobile Workers (non temp)
in office 4/5 days a week in non-peak periods
(1.3:1 ratio)

0% Remote Workers (non temp)
(10:1 sharing ratio)

Temporary Classified Workers
(3:1 sharing ratio)

Significant level
of Change Management effort required

Shift in real estate
31% Real Estate Saving

Scenario One: FL1 1ˢᵗ Floor

Key:

- 🟢 Community
- 🟠 Learning
- 🔵 Neighborhood
- 🟡 Real Estate Savings
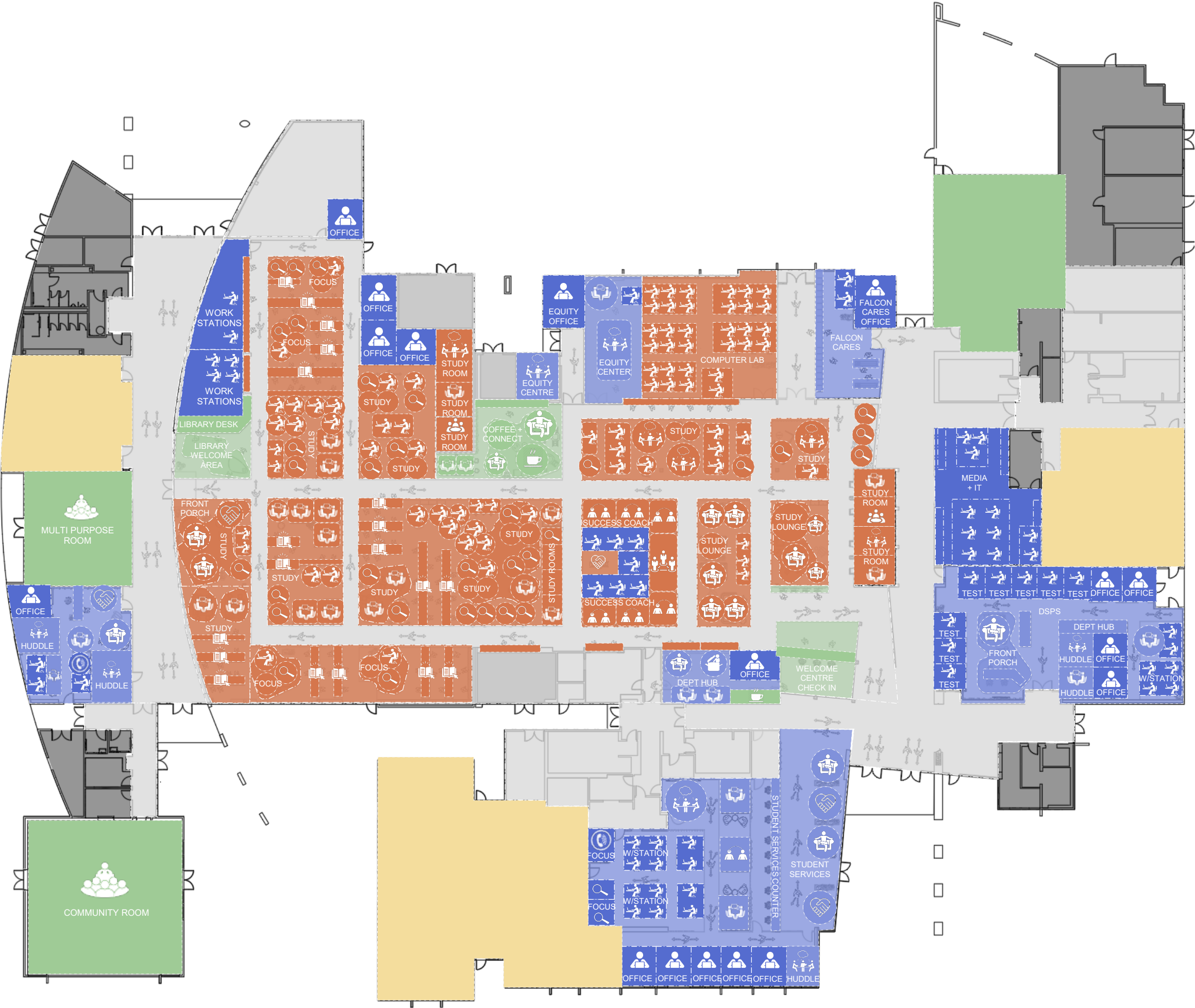
Space Saving for the FL2 building is explained in more detail on the last slide in this section.

Scenario One: FL1 1st Floor

Calculated Space Capacity:

	Number People	% non temp Population	Sharing Ratio	Req. Seats
Resident	34.2	60%	1	34.2
Hybrid	22.8	40%	1.3	17.5
Temporary	30	N/A	3	10.0
Remote	0	0%	1	0.0
	87	100%		61.7
			Offices	19.6
			Workstations	32.1
			Temp Classified	10.0

Designed Space Capacity:

23x Offices
36x Workstations
14x Temp Workstation

Note designed capacity is greater than calculated capacity due to small departments and a moderate sharing ratio

Scenarios One & Two:
FL1 2nd Floor

Key:

- Community
- Learning
- Neighborhood
- Real Estate Savings
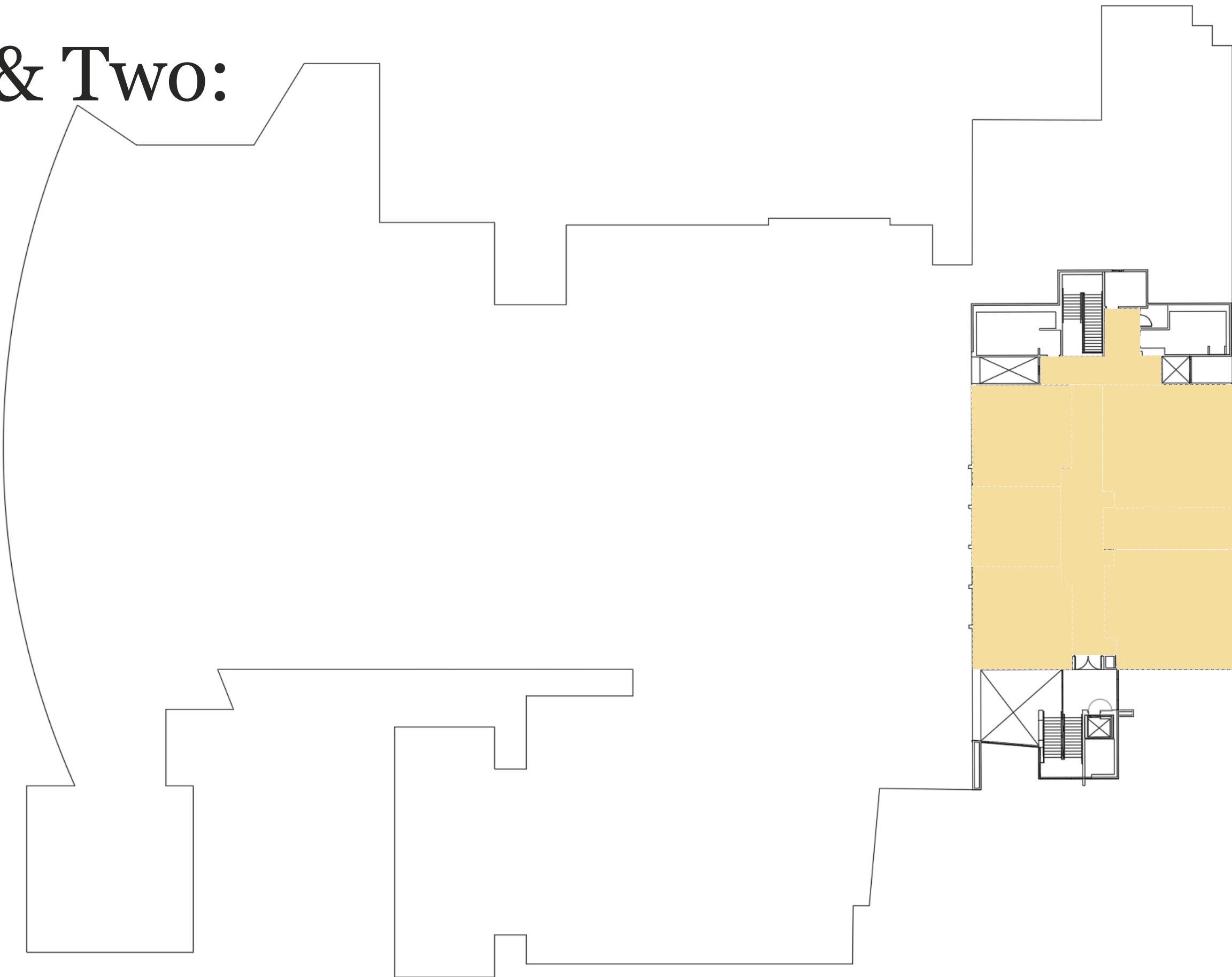
Space Saving for the FL2 building is explained in more detail on the last slide in this section.

Scenario One: FL1 Aspen Hall

Potential outcomes

- College Community and Campus Experience are improved by removing walls and introducing mobility which will increase interactions between Classified Professionals. Enhancing the Welcome Center and Library will encourage greater connection among all people on campus

- Mobile working introduces sharing of space and a broader range of settings which increase Flexibility and Balance and Work Experience

- Innovation will be positively impacted by an upgraded environment and experience which pulls people to the campus and encourages greater interaction

- Communication will be enhanced by removal of additional walls and incorporating increased digital and analog signage and branding

- Success Rates and Learning and Development will be enhanced by greater choice of when and where Students can study, socialize, and interact with Faculty and Classified Professionals
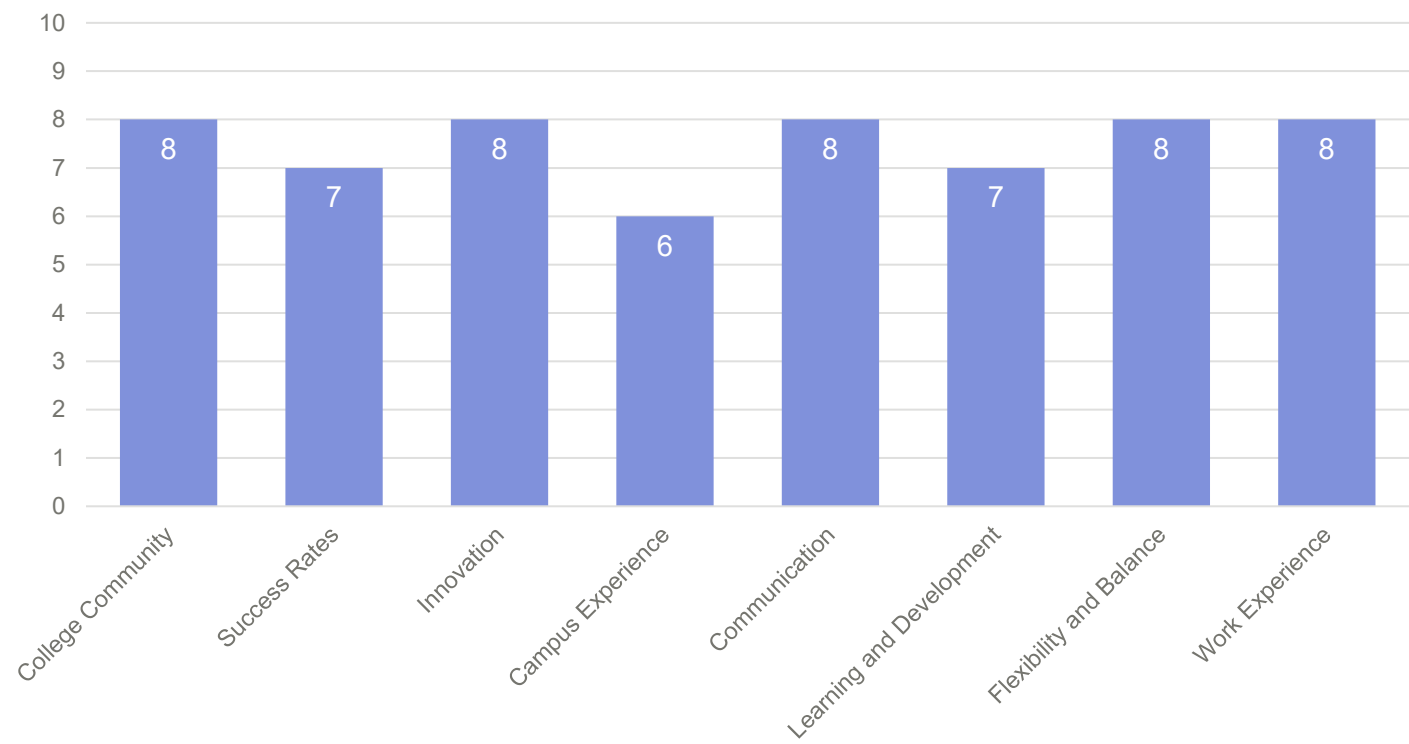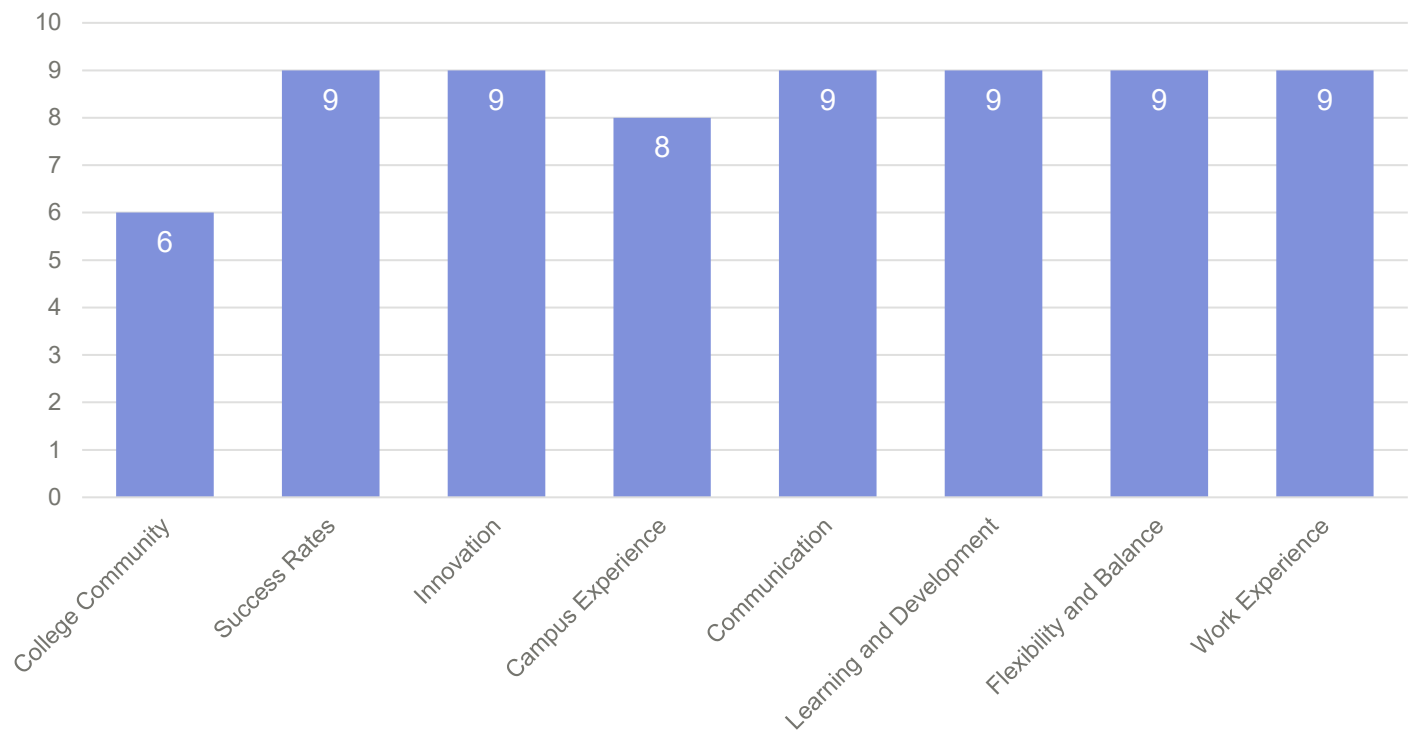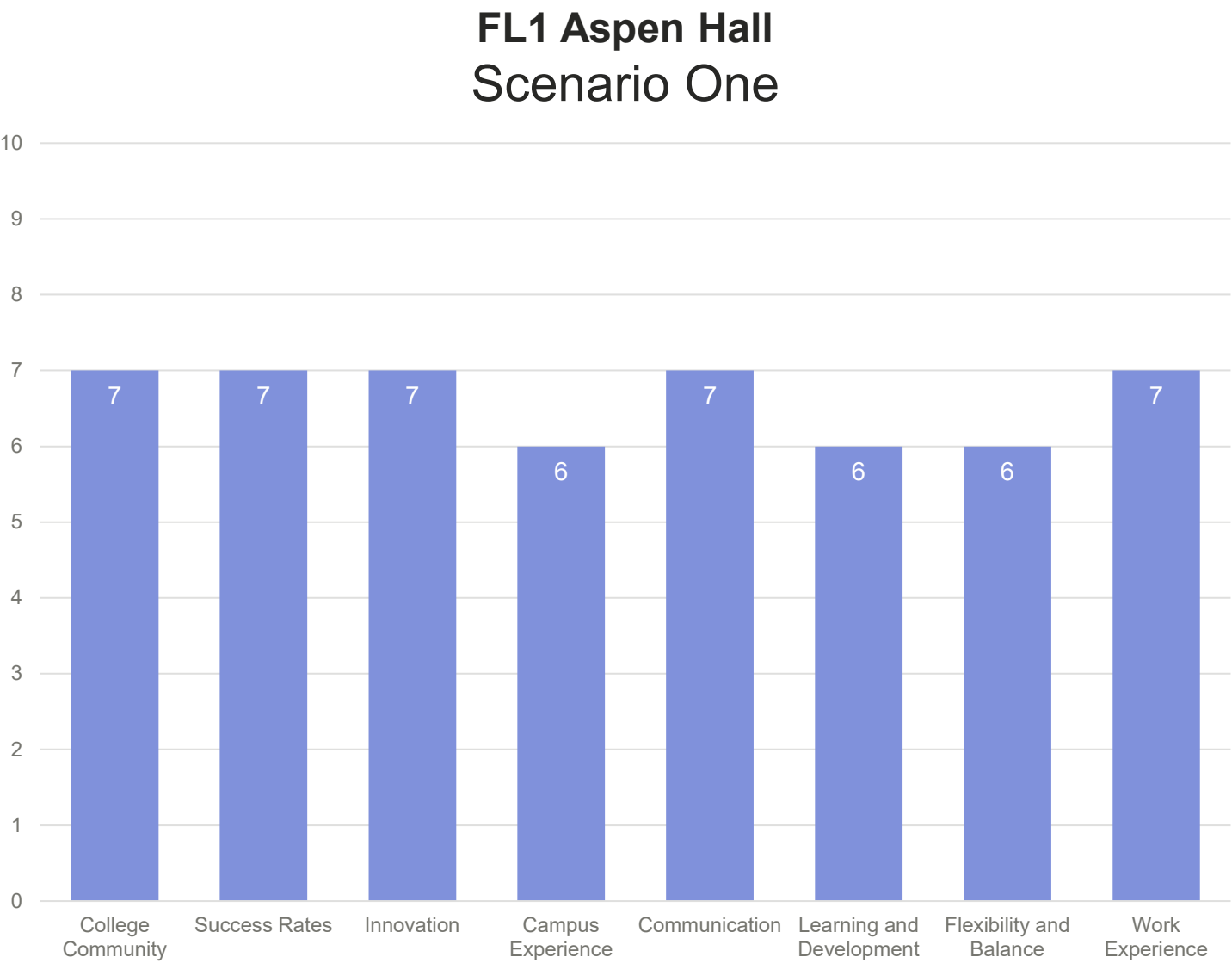
FL1 Aspen Hall
Scenario One

The chart above indicates how the Scenario supports the Pillars ranked by FLC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Two: FL1 Aspen Hall

FL1 Aspen Hall transformed for an optimal hybrid experience

Scenario Two introduces a formal Hybrid solution and policy with four worker types and sharing of space for all except Residents. This hybrid solution will effectively match how people work, further improve the amount of group/collaborative space, enhance the overall experience and free up more space than Scenario One.

By introducing significant modifications to the existing infrastructure e.g., removing walls, the space within and between departments will be more open. This will potentially provide better access, connection and integration within and across Teams and Programs.

Scenario Two will provide upgraded experiences which:

- Ensure a Hybrid program that recognizes and supports unique work patterns
- Further enhance community and communication within and between departments
- Provide greater diversity of spaces to further improve Student experience
- Accommodate future growth
- Maximize square footage utilization

**Design Characteristics
in addition to Scenario One**

- Further reinforces Activity-based working and broadens sharing of offices and workstations
- Hybrid and Remote workers will have access to either shared offices or workstations on a **1.5:1** and **10:1** sharing ratio + Temporary Classified workers sharing ratio is increased to **5:1**
- Percentage of group space increased to support team activity and Hybrid workers when they are in the office
- Non-structural walls are removed or repositioned
- Front Porches to Departments and transition zones between Departments will be included
- All settings and technologies support a higher volume of virtual meetings

40% Resident Workers (non temp)
in office 4/5 days a week in non-peak periods
(1:1 ratio)

50% Hybrid Workers (non temp)
in office 3 days a week in non-peak periods
(1.5:1 ratio)

10% Remote Workers (non temp)
(10:1 sharing ratio)

Temporary Classified Workers
(5:1 sharing ratio)

Significant level
of Change Management effort required

Shift in real estate
31% Real Estate Saving

FLC | Space Utilization Study

Scenario Two: FL1 1st Floor

Key:

- ● Community
- ● Learning
- ● Neighborhood
- ● Real Estate Savings

Space Saving for the FL2 building is explained in more detail on the last slide in this section.

Scenario Two: FL1 1ˢᵗ Floor

Calculated Space Capacity:

	Number	% non temp	Sharing	Req.
	People	Population	Ratio	Seats
Resident	22.8	40%	1	22.8
Hybrid	28.5	50%	1.5	19.0
Temporary	30	N/A	5	6.0
Remote	5.7	10%	10	0.6
	87	100%		48.4

Offices	15.9
Workstations	26.5
Temp Classified	6.0

Designed Space Capacity:

20x Offices
27x Workstations
8x Temp Workstation

Note designed capacity is greater than calculated capacity due to small departments and a moderate sharing ratio
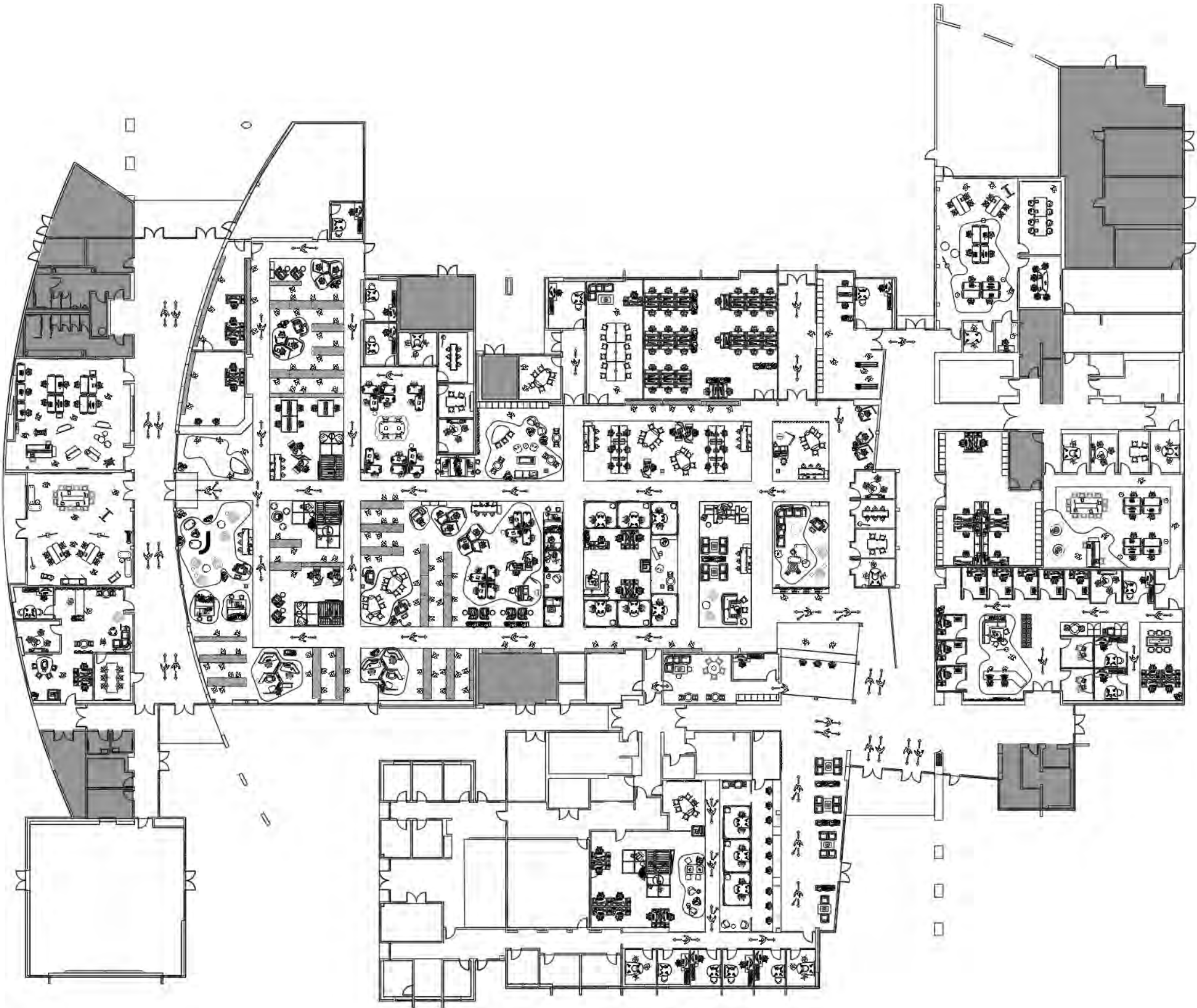
Scenario Two: FL1 Aspen Hall

Potential outcomes

- Flexibility + Balance is significantly increased through the introduction of a formal Hybrid program which if implemented thoughtfully should have no negative impact on Students or Faculty

- The Hybrid program will increase the percentage of group and social space which will more effectively support individuals and teams across all work modes positively impacting Innovation, Work Experience and Campus Experience

- Communication and Innovation will be further enhanced by higher levels of interaction between Hybrid and Resident workers who have higher levels of mobility

- College Community is moderately improved due to higher levels of interaction between all audiences and significantly improved experiences

FL1 Aspen Hall
Scenario Two
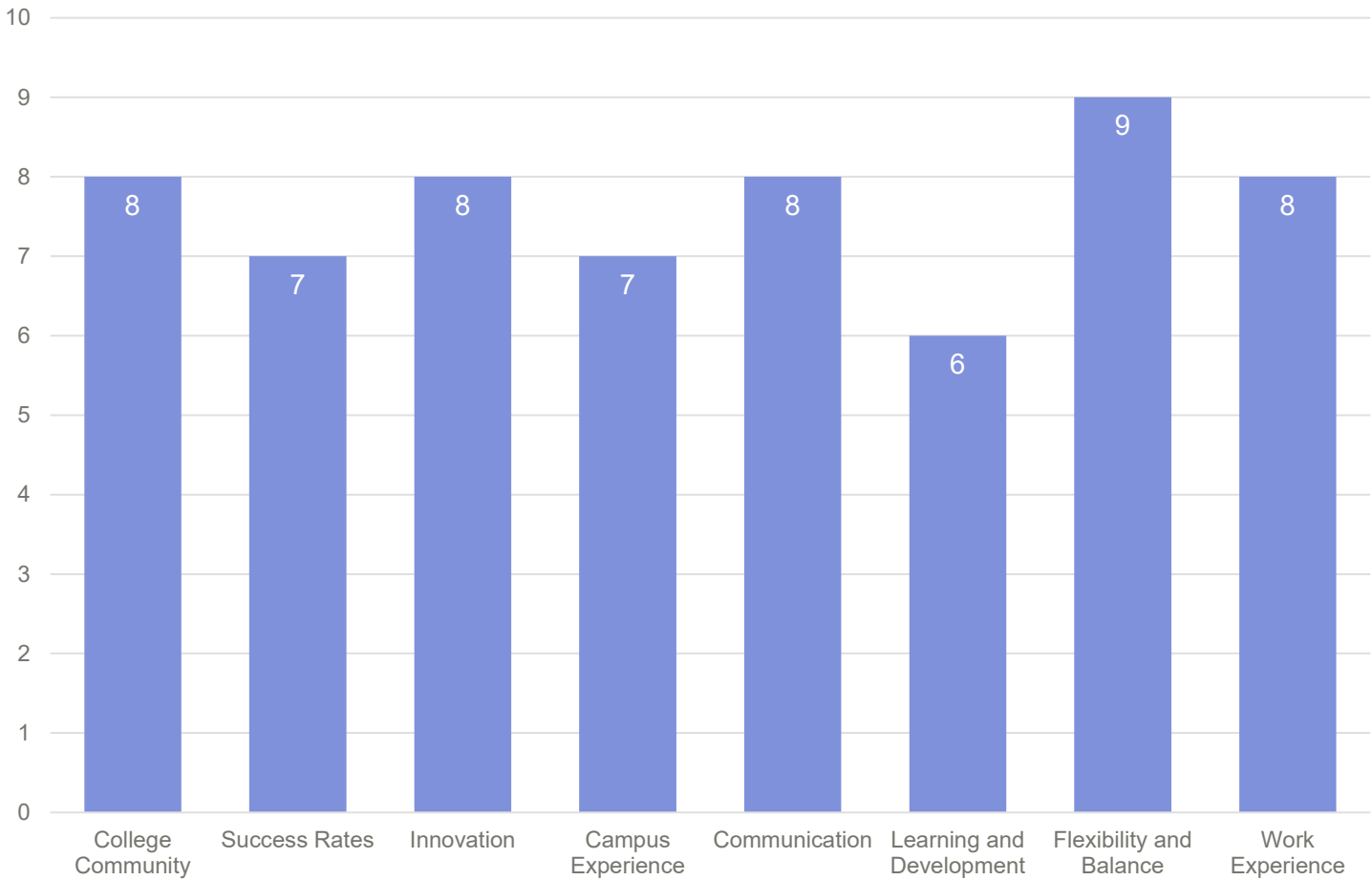
The chart above indicates how the Scenario supports the Pillars ranked by FLC Executive Team. The Pillars are rated from 1-10 in each scenario.

Scenario Comparison: FL1 Aspen Hall
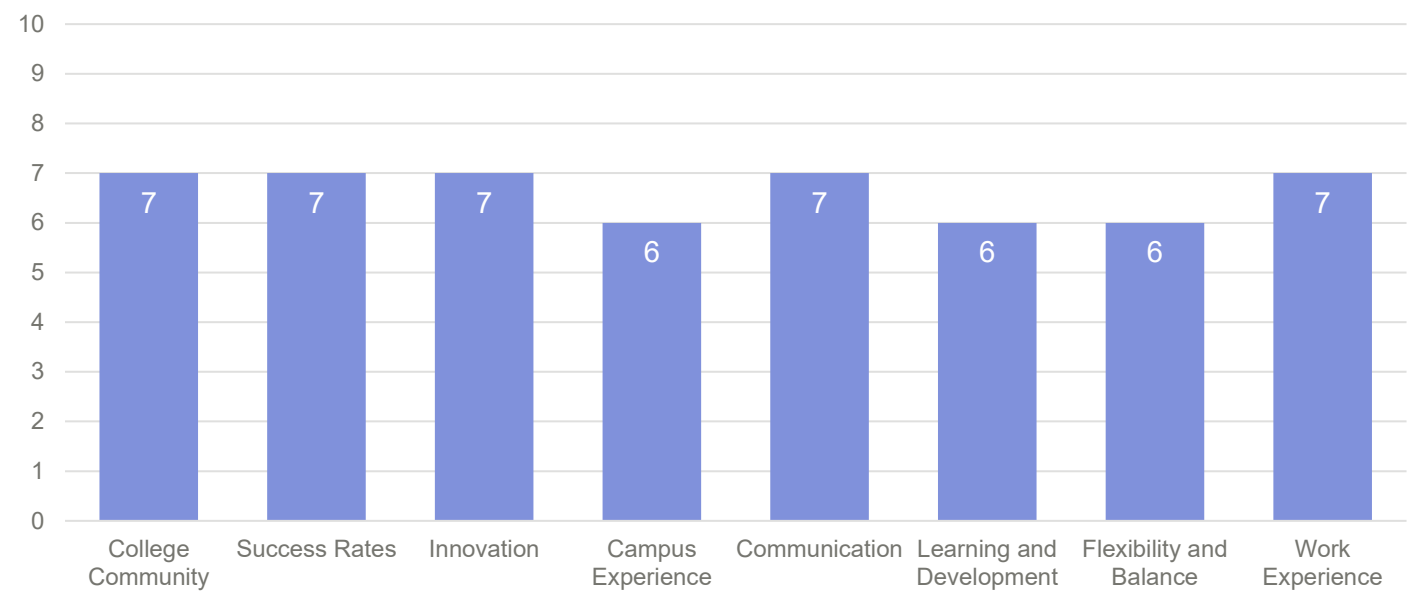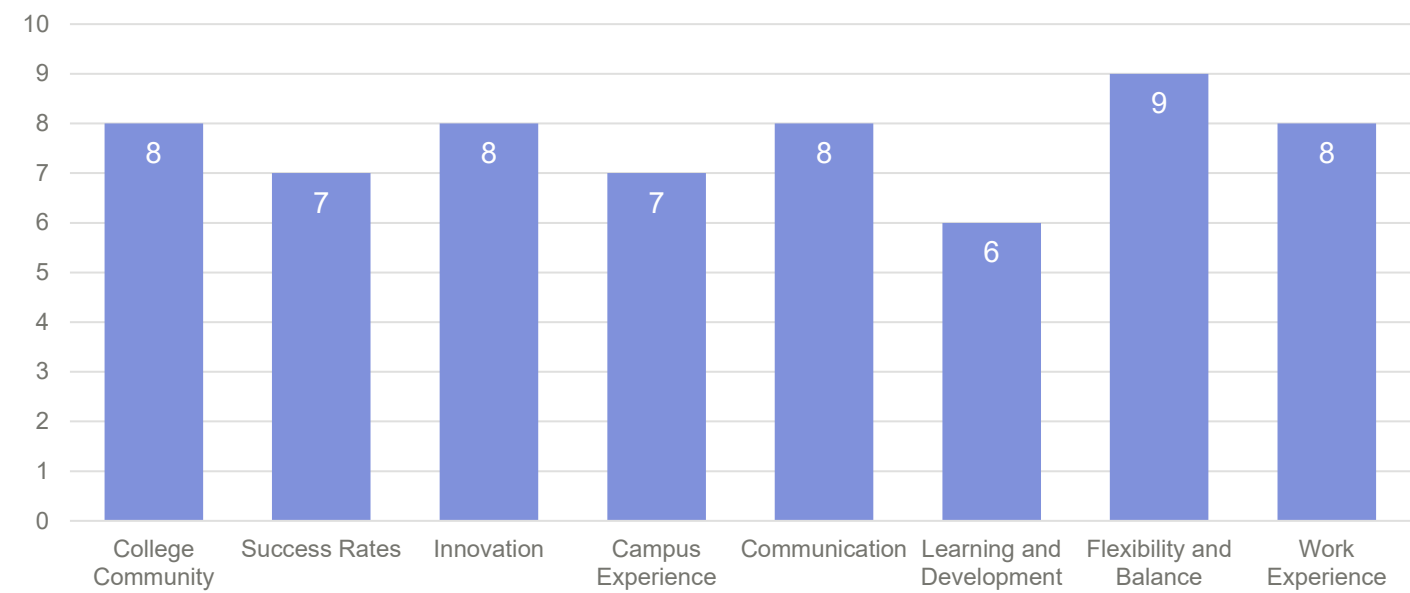
The charts above indicate how each Scenario supports the Pillars ranked by FLC Leadership Team. The Pillars are rated from 1-10 in each scenario.

Scenario Two: FL1 Aspen Hall

Real Estate Savings – FL1 Classified Professional Spaces

The analysis and Scenario modeling for Classified Professionals takes into consideration their work patterns and preferences, plus the preferences by leadership to have a greater on campus presence. The potential reduction in space is realistic but is the same for each scenario based on two constraints:

- Space is allocated to employees in small departments (limits the benefits of sharing)

- Leaderships desire to limit the aggressiveness of potential hybrid solutions

Differing workplace strategies are employed for Scenario 1 and Scenario 2 and are overviewed below and in greater detail in the Scenario section of this report.

- Scenario 1 utilizes a **Campus Mobile working strategy** on top of the current 4 days per week hybrid program. This Scenario introduces two worker types; Residents who own workstations or offices and Campus Mobile worker who share workstations or offices at 1.3:1.

- Scenario 2 utilizes **formal Hybrid strategy** which while conservative in nature is more advanced that the current 4 day per week program. This Scenario introduces 3 worker types; Residents who own workstations or office, Hybrid workers who are in the office 3 days per week and share workstations or offices at 1.5:1 and Remote workers who share workstations or offices at 10:1.

Two version of space savings are shown on this page. The first reflects total savings including transfer of Faculty Offices to FL2. The second reflects total savings including both the transfer of Faculty offices and the reduction of classrooms in FL2. Given the desire to expand and potentially relocate the Innovation Center this space is excluded from both versions.

1st Floor

1st Floor

2nd Floor

2nd Floor

Space Saving = 31% savings (including redesigned Innovation Center in current space)

Space Saving = 18% savings (including redesigned Innovation Center in current space and excluding Classrooms)

Summary

Next Steps

The key next steps for FLC's Executive Team are to align on the appropriate direction and scenarios for Classrooms, Faculty and Classified Professional areas and a point of view on addressing excess space. Based on these positions the Facilities Master Plan can be updated, and an implementation approach can be developed. Typically for projects like this clients utilize a phased approach to implementing the new strategy which spreads the effort, cost and change management over a number of years. Below are additional considerations for implementation. We encourage further discussions on this topic with the Applied Research + Consulting team.

Pilot + Measure

Regardless of the scenario selected for Faculty, Classified Professionals or Classrooms, the result will be a significant shift in the experience for all audiences. Few organizations implement a shift of this type across all buildings and groups at one time. Generally, a phased approach to implementation is taken which spreads the transition over a number of years.

The first phase of a large implementation effort (floor or building) is sometimes treated as a pilot. Other organizations choose to pilot key aspects of the selected scenario individually or in smaller areas (new classroom design, new faculty area, etc.). In all instances the results of the pilot are used to evolve and refine the new solution based on measurement and feedback.

Change Management

All scenarios in this document represent moderate to significant change. Transitioning people into a new experience without adequate preparation can result in limited success. Change management should be a key part of FLC's implementation efforts.

While piloting is frequently used to validate and evolve new strategic workplace and classroom directions, in all cases change management is critical to ensure effective outcomes and appropriate learnings from these efforts.

Ultimately, how change is managed matters tremendously. People will draw conclusions based on the actual changes made, and on how the change process is managed. When managed well, it has positive impacts on engagement, wellbeing and performance of all relevant audiences.

John Hughes
Steelcase Applied Research + Consulting
jhughes@steelcase.com

Frances Graham
Steelcase Applied Research + Consulting
fgraham@steelcase.com

Lynn Lantaff
Steelcase Applied Research + Consulting
llantaff@steelcase.com

Kellie Fairchild
Steelcase Applied Research + Consulting
kfairch1@steelcase.com

Richard Powley
Steelcase Applied Research + Consulting
rpowley@steelcase.com

Steelcase
Applied Research + Consulting

For further information on the contents of this report, please contact:

John Hughes, Principal, Applied Research + Consulting

Steelcase

Applied Research + Consulting

06.

Appendix

- Classroom Utilization Findings

- Work Modes Study Key Findings

- Observation Key Findings
  - o Classrooms
  - o Faculty Workspaces
  - o Classified Professionals Workspaces
  - o Student Spaces
  - o Centers

- Workshop Key Findings
  - o Leader Workshop Key Findings
  - o Student Workshop Key Findings
  - o Classified Professionals Workshop Key Findings
  - o Faculty Workshop Key Findings

- Space Utilization Survey Key Findings

06. Appendix

Classroom Utilization Key Findings

Classroom Usage

Patterns, Constraints + Opportunities

This section explores classroom usage patterns, evolving modalities, FLC Executive Team perspective on the longer-term modality mix, Student success rates by modality and three scenarios based on varying levels of scheduling targets and Student demand. The data that underlies the analysis presented here is derived from a number of sources, which include:

- Census reports for Fall 2018, Fall 2019, Fall 2022, Spring 2023, Fall 2023, Spring 2024, and Fall 2024

- Classroom scheduling data for Fall 2019 and Fall 2024

- FLC Leader workshop results from the long-term modality exercise

- FLC modality success report

The opportunities indicated by analysis of the data in this section and the associated three classroom scenarios could be significant for repurposed or reduced space. However, there are a number of potential realities, which will need to be considered before the full impact can be determined. These include but are not limited to:

- Constancy of Student interest in the current modality mix
- Appropriateness of encouraging Students in lower success categories to emphasize on-ground classes
- Operational implications of shifting some instruction to other than Monday – Friday or to Non-Peak times
- Willingness and appropriateness of Faculty to teach other than Monday – Thursday and in the afternoon / evening
- Timing and transportation constraints of Adjunct Faculty who teach on multiple campuses
- Ability of support capabilities to clean, service and maintain facilities and technology

FLC Success Rates by Modality Spring 2024

Legend: Overall, First Time Student, African American*, Hispanic Latino*

The data in the chart above was provided by FLC and reflects historical success rates for key student groups by modality

Note: for 2018 and 2019 hybrid is included in online and for 2022, 2023 and 2024 it is included in on-ground

Classroom Usage

Key Findings

- There has been a **significant shift in modalities** between 2018 and 2024; on-ground instruction has shifted from the upper 70% range to the low 50% range and there does not appear to be a catalyst to change the current levels of modality

- The number of Lecture and Lab classrooms has remained unchanged between 2019 and 2024, however a new science building will open in 2025 which will increase the net number of Labs significantly

- Demand numbers for Lecture and Lab rooms include usage by the **Mountainside Middle College High School at El Dorado Center** which increases utilization percentages shown in this analysis

- Findings for Lecture rooms include:
  - ✓ Based on the shift in modality the demand for Lecture rooms and utilization have significantly declined from 2018 and 2024
  - ✓ **Monday – Sunday** average utilization is 19.1%
  - ✓ **Monday - Thursday** average utilization is 30.2%
  - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low – Friday 13.1%, Saturday 0% and Sunday 0%,
  - ✓ **Peak utilization** tends to be in earlier in the daytime hours of **9am – 2pm**
  - ✓ Excess capacity is indicated for lecture rooms regardless of the combination of course days and hours considered

- Findings for Lab rooms include:
  - ✓ Based on the shift in modality the demand for Lab rooms and utilization have slightly declined from 2018 and 2024
  - ✓ **Monday - Sunday** average utilization is 37.9%
  - ✓ **Monday - Thursday** average utilization 60.9%
  - ✓ Utilization levels for **Friday, Saturday and Sunday** are all low – Friday 21.4%, Saturday 0% and Sunday 0%
  - ✓ **Peak utilization** tends to be throughout the daytime hours of **10am – 4pm** and even the other time slots have significant utilization
  - ✓ Using the logic for Scenario 3 Lab rooms are currently near capacity

- FLC Leader response to the **ideal long-term modality mix** varied but when the statistics from the 2 workshop teams were averaged the result was **on-ground 55% and online 45%** which is similar to the Fall 2024 Weekly Enrollment Census statistics report where Section data indicates **on-ground 49.2% and online 50.8%**

- Student success by modality generally indicates that on-ground has higher success rates than online, however there are notable differences between student demographics when it comes to on-ground and Partially Online Under 50% (mostly in-person) vs other instructional methods

- Scenario and demand modeling have identified:
  - ✓ **Lecture rooms have excess capacity across all scenarios**
  - ✓ **Lab rooms appears to be at capacity for Scenario 3 at current demand level,** however when the net add in Labs resulting from the new science building is considered there is significant excess capacity beyond a 20% increase in demand (see Table 2 on scenario modeling page)

Usage Patterns Lecture Fall 2019 vs Fall 2024

Lecture Rooms Percent Scheduled - Fall 2019

Rooms: 78

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	24.4%	60.3%	55.1%	64.1%	33.3%	66.7%	70.5%	38.5%	21.8%	37.2%	50.0%	41.0%	32.1%	23.1%
Tuesday	23.1%	61.5%	79.5%	65.4%	28.2%	59.0%	57.7%	35.9%	19.2%	21.8%	34.6%	37.2%	34.6%	25.6%
Wednesday	24.4%	61.5%	69.2%	66.7%	34.6%	66.7%	71.8%	38.5%	20.5%	37.2%	53.8%	44.9%	34.6%	25.6%
Thursday	23.1%	59.0%	74.4%	64.1%	29.5%	61.5%	59.0%	29.5%	21.8%	25.6%	33.3%	32.1%	28.2%	20.5%
Friday	10.3%	24.4%	23.1%	16.7%	10.3%	6.4%	7.7%	5.1%	5.1%	2.6%	2.6%	2.6%	2.6%	1.3%
Saturday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
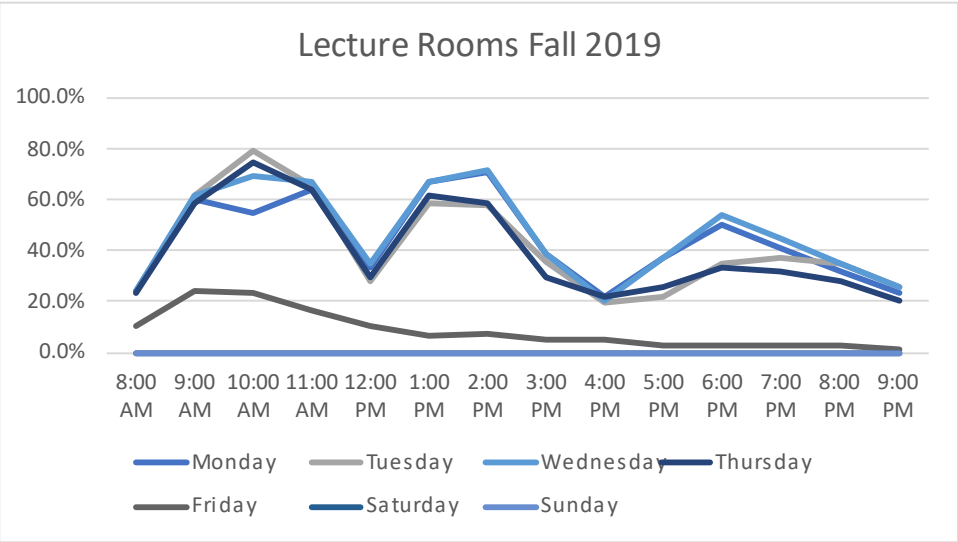
Lecture Rooms Fall 2019

Lecture Rooms Scheduled Hours - Fall 2024

Rooms: 78

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	20.5%	47.4%	60.3%	50.0%	35.9%	47.4%	44.9%	30.8%	14.1%	14.1%	9.0%	6.4%	5.1%	1.3%
Tuesday	15.4%	44.9%	57.7%	56.4%	38.5%	52.6%	50.0%	32.1%	9.0%	17.9%	24.4%	17.9%	9.0%	3.8%
Wednesday	24.4%	53.8%	69.2%	56.4%	38.5%	48.7%	46.2%	32.1%	15.4%	17.9%	14.1%	11.5%	9.0%	3.8%
Thursday	14.1%	42.3%	61.5%	59.0%	37.2%	52.6%	53.8%	33.3%	11.5%	16.7%	21.8%	17.9%	9.0%	2.6%
Friday	14.1%	26.9%	26.9%	23.1%	25.6%	20.5%	19.2%	16.7%	5.1%	3.8%	1.3%	0.0%	0.0%	0.0%
Saturday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Lecture Rooms Fall 2024
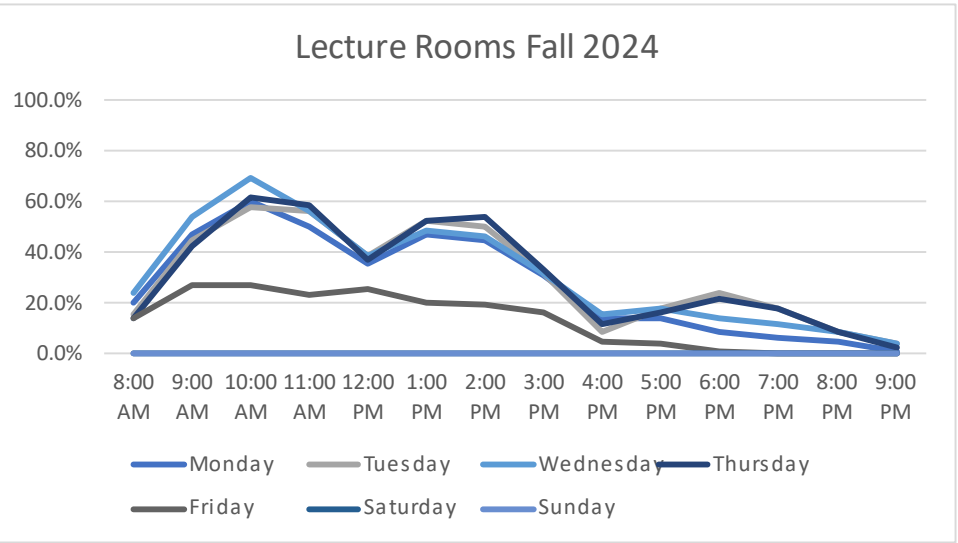
This page contrasts usage patterns of Lecture rooms for Fall semester of 2019 vs Fall semester of 2024.
For a broader view of aggregate usage by day and by hour please see analyses on the pages titled Usage Patterns Lecture Fall 2019, Usage Patterns Lab Fall 2019, Usage Patterns Lecture Fall 2024, and Usage Patterns Lab Fall 2024.

Note: numbers in the matrices above represent percentage of time rooms used.

Usage Patterns Lab Fall 2019 vs Fall 2024

Lab Rooms Percent Scheduled - Fall 2019

Rooms: 10

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	30.0%	90.0%	90.0%	90.0%	60.0%	70.0%	70.0%	90.0%	80.0%	60.0%	40.0%	70.0%	70.0%	60.0%
Tuesday	40.0%	60.0%	80.0%	80.0%	70.0%	60.0%	60.0%	70.0%	60.0%	60.0%	30.0%	60.0%	60.0%	50.0%
Wednesday	30.0%	60.0%	80.0%	80.0%	60.0%	50.0%	80.0%	80.0%	70.0%	70.0%	30.0%	70.0%	70.0%	50.0%
Thursday	40.0%	60.0%	70.0%	80.0%	80.0%	70.0%	100.0%	100.0%	90.0%	70.0%	50.0%	60.0%	60.0%	60.0%
Friday	20.0%	40.0%	40.0%	50.0%	50.0%	50.0%	40.0%	20.0%	20.0%	10.0%	0.0%	0.0%	0.0%	0.0%
Saturday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Labs Fall 2019
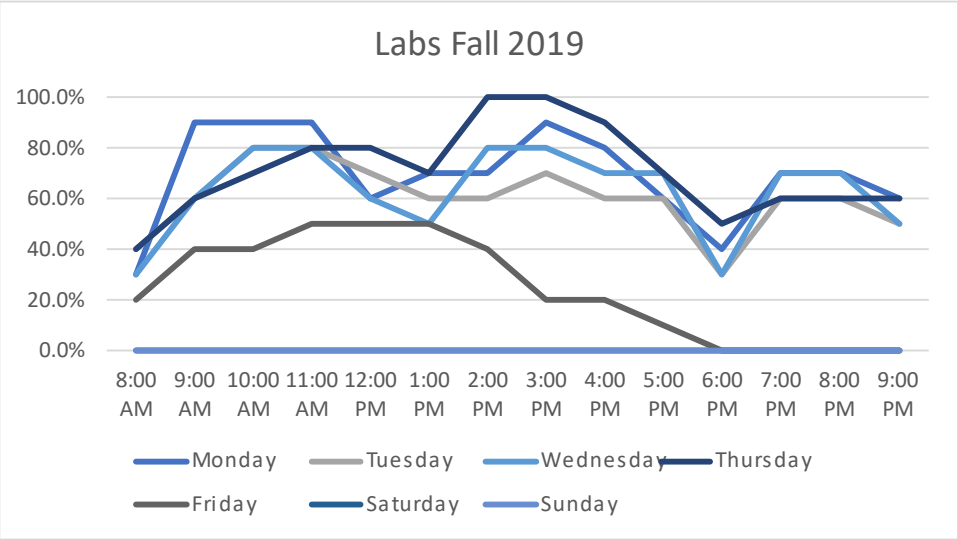
Lab Rooms Scheduled Hours - Fall 2024

Rooms: 10

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	30.0%	70.0%	90.0%	90.0%	70.0%	70.0%	80.0%	80.0%	70.0%	70.0%	30.0%	60.0%	50.0%	40.0%
Tuesday	40.0%	40.0%	60.0%	70.0%	60.0%	80.0%	90.0%	90.0%	70.0%	50.0%	30.0%	90.0%	80.0%	70.0%
Wednesday	30.0%	50.0%	70.0%	60.0%	50.0%	60.0%	70.0%	70.0%	60.0%	50.0%	20.0%	40.0%	40.0%	40.0%
Thursday	50.0%	50.0%	70.0%	70.0%	60.0%	80.0%	70.0%	80.0%	70.0%	50.0%	40.0%	70.0%	60.0%	60.0%
Friday	10.0%	40.0%	50.0%	50.0%	50.0%	30.0%	20.0%	20.0%	20.0%	10.0%	0.0%	0.0%	0.0%	0.0%
Saturday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sunday	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Labs Fall 2024
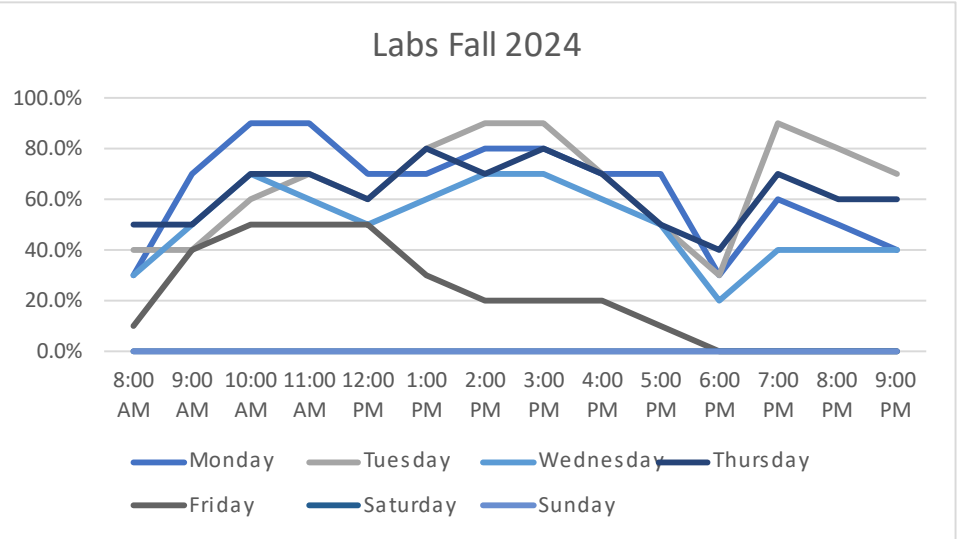
This page contrasts usage patterns of Lab rooms for Fall semester of 2019 vs Fall semester of 2024. For a broader view of aggregate usage by day and by hour please see analyses on the pages titled Usage Patterns Lecture Fall 2019, Usage Patterns Lab Fall 2019, Usage Patterns Lecture Fall 2024, and Usage Patterns Lab Fall 2024.

Note: numbers in the matrices above represent percentage of time rooms used.

Usage Patterns Lecture Fall 2019

Lecture Rooms Scheduled Hours - Fall 2019

Rooms | 78

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	19	47	43	50	26	52	55	30	17	29	39	32	25	18	**482**	1092	44.1%
Tuesday	18	48	62	51	22	46	45	28	15	17	27	29	27	20	**455**	1092	41.7%
Wednesday	19	48	54	52	27	52	56	30	16	29	42	35	27	20	**507**	1092	46.4%
Thursday	18	46	58	50	23	48	46	23	17	20	26	25	22	16	**438**	1092	40.1%
Friday	8	19	18	13	8	5	6	4	4	2	2	2	2	1	**94**	1092	8.6%
Saturday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	1092	0.0%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	1092	0.0%
Total Hrs	**82**	**208**	**235**	**216**	**106**	**203**	**208**	**115**	**69**	**97**	**136**	**123**	**103**	**75**	**1976**		
Capacity Hrs	546	546	546	546	546	546	546	546	546	546	546	546	546	546	**7644**		
Utilization Per Hour	15.0%	38.1%	43.0%	39.6%	19.4%	37.2%	38.1%	21.1%	12.6%	17.8%	24.9%	22.5%	18.9%	13.7%	**25.9%**		

Lecture Rooms Scheduled Hours - Fall 2019

Rooms | 78

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	19	47	43	50	26	52	55	30	17	29	39	32	25	18	**482**	1092	44.1%
Tuesday	18	48	62	51	22	46	45	28	15	17	27	29	27	20	**455**	1092	41.7%
Wednesday	19	48	54	52	27	52	56	30	16	29	42	35	27	20	**507**	1092	46.4%
Thursday	18	46	58	50	23	48	46	23	17	20	26	25	22	16	**438**	1092	40.1%
Friday															**0**	1092	0.0%
Saturday															**0**	1092	0.0%
Sunday															**0**	1092	0.0%
Total Hrs	**74**	**189**	**217**	**203**	**98**	**198**	**202**	**111**	**65**	**95**	**134**	**121**	**101**	**74**	**1882**		
Capacity Hrs	312	312	312	312	312	312	312	312	312	312	312	312	312	312	**4368**		
Utilization Per Hour	23.7%	60.6%	69.6%	65.1%	31.4%	63.5%	64.7%	35.6%	20.8%	30.4%	42.9%	38.8%	32.4%	23.7%	**43.1%**		

This page documents usage patterns of the 78 Lecture rooms in this category for the Fall semester of 2019. Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of This page.

Note: numbers in the matrices above represent hours rooms are used.

Monday - Sunday
- Average utilization is 25.9%
- Peak times for utilization are 9 am – 2 pm where utilization is between 43% and 19.4%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday
- Average utilization is 43.1%
- Peak times for utilization are 9 am – 2 pm where utilization is between 69.6% and 31.4%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Labs Fall 2019

Lab Rooms Percent Scheduled - Fall 2019

Rooms: 10

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	3	9	9	9	6	7	7	9	8	6	4	7	7	6	97	140	69.3%
Tuesday	4	6	8	8	7	6	6	7	6	6	3	6	6	5	84	140	60.0%
Wednesday	3	6	8	8	6	5	8	8	7	7	3	7	7	5	88	140	62.9%
Thursday	4	6	7	8	8	7	10	10	9	7	5	6	6	6	99	140	70.7%
Friday	2	4	4	5	5	5	4	2	2	1	0	0	0	0	34	140	24.3%
Saturday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	140	0.0%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	140	0.0%
Total Hrs	16.0	31.0	36.0	38.0	32.0	30.0	35.0	36.0	32.0	27.0	15.0	26.0	26.0	22.0	402		
Capacity Hrs	70	70	70	70	70	70	70	70	70	70	70	70	70	70	980		
Utilization Per Hour	22.9%	44.3%	51.4%	54.3%	45.7%	42.9%	50.0%	51.4%	45.7%	38.6%	21.4%	37.1%	37.1%	31.4%	41.0%		

Lab Rooms Percent Scheduled - Fall 2019

Rooms: 10

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	3	9	9	9	6	7	7	9	8	6	4	7	7	6	97	140	69.3%
Tuesday	4	6	8	8	7	6	6	7	6	6	3	6	6	5	84	140	60.0%
Wednesday	3	6	8	8	6	5	8	8	7	7	3	7	7	5	88	140	62.9%
Thursday	4	6	7	8	8	7	10	10	9	7	5	6	6	6	99	140	70.7%
Friday															0	140	0.0%
Saturday															0	140	0.0%
Sunday															0	140	0.0%
Total Hrs	14.0	27.0	32.0	33.0	27.0	25.0	31.0	34.0	30.0	26.0	15.0	26.0	26.0	22.0	368		
Capacity Hrs	40	40	40	40	40	40	40	40	40	40	40	40	40	40	560		
Utilization Per Hour	35.0%	67.5%	80.0%	82.5%	67.5%	62.5%	77.5%	85.0%	75.0%	65.0%	37.5%	65.0%	65.0%	55.0%	65.7%		

This page documents usage patterns of the 10 Lab rooms in this category for the Fall semester of 2019. Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Saturday and Monday – Thursday. Key statistics for these hours and days are shown to the right of This page.

Note: numbers in the matrices above represent hours rooms are used.

Monday - Sunday
- Average utilization is 41%
- Peak times for utilization are 9 am – 4 pm where utilization is between 54.3% and 42.9%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday
- Average utilization is 65.7%
- Peak times for utilization are 9 am – 5 pm where utilization is between 85% and 62.5%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Lecture Fall 2024

Lecture Rooms Scheduled Hours - Fall 2024

Rooms | 78

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	16	37	47	39	28	37	35	24	11	11	7	5	4	1	302	1092	27.7%
Tuesday	12	35	45	44	30	41	39	25	7	14	19	14	7	3	335	1092	30.7%
Wednesday	19	42	54	44	30	38	36	25	12	14	11	9	7	3	344	1092	31.5%
Thursday	11	33	48	46	29	41	42	26	9	13	17	14	7	2	338	1092	31.0%
Friday	11	21	21	18	20	16	15	13	4	3	1	0	0	0	143	1092	13.1%
Saturday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1092	0.0%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1092	0.0%
Total Hrs	69	168	215	191	137	173	167	113	43	55	55	42	25	9	1462		
Capacity Hrs	546	546	546	546	546	546	546	546	546	546	546	546	546	546	7644		
Utilization Per Hour	12.6%	30.8%	39.4%	35.0%	25.1%	31.7%	30.6%	20.7%	7.9%	10.1%	10.1%	7.7%	4.6%	1.6%	19.1%		

Lecture Rooms Scheduled Hours - Fall 2024

Rooms | 78

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	16	37	47	39	28	37	35	24	11	11	7	5	4	1	302	1092	27.7%
Tuesday	12	35	45	44	30	41	39	25	7	14	19	14	7	3	335	1092	30.7%
Wednesday	19	42	54	44	30	38	36	25	12	14	11	9	7	3	344	1092	31.5%
Thursday	11	33	48	46	29	41	42	26	9	13	17	14	7	2	338	1092	31.0%
Friday															0	1092	0.0%
Saturday															0	1092	0.0%
Sunday															0	1092	0.0%
Total Hrs	58	147	194	173	117	157	152	100	39	52	54	42	25	9	1319		
Capacity Hrs	312	312	312	312	312	312	312	312	312	312	312	312	312	312	4368		
Utilization Per Hour	18.6%	47.1%	62.2%	55.4%	37.5%	50.3%	48.7%	32.1%	12.5%	16.7%	17.3%	13.5%	8.0%	2.9%	30.2%		

This page documents usage patterns of the 78 Lecture rooms in this category for the Fall semester of 2024 (same number of Labs rooms as in 2019). Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of This page.

Note: numbers in the matrices above represent hours rooms are used.

Monday - Sunday
- Average utilization is 19.1%
- Peak times for utilization are 9 am – 2 pm where utilization is between 39.4% and 25.1%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday
- Average utilization is 30.2%
- Peak times for utilization are 9 am – 2 pm where utilization is between 62.2% and 37.5%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Labs Fall 2024

Lab Rooms Scheduled Hours - Fall 2024

Rooms: 10

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	3	7	9	9	7	7	8	8	7	7	3	6	5	4	90	140	64.3%
Tuesday	4	4	6	7	6	8	9	9	7	5	3	9	8	7	92	140	65.7%
Wednesday	3	5	7	6	5	6	7	7	6	5	2	4	4	4	71	140	50.7%
Thursday	5	5	7	7	6	8	8	7	8	5	4	7	6	6	88	140	62.9%
Friday	1	4	5	5	5	3	2	2	2	1	0	0	0	0	30	140	21.4%
Saturday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	140	0.0%
Sunday	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	140	0.0%
Total Hrs	16.0	25.0	34.0	34.0	29.0	32.0	33.0	34.0	29.0	23.0	12.0	26.0	23.0	21.0	371		
Capacity Hrs	70	70	70	70	70	70	70	70	70	70	70	70	70	70	980		
Utilization Per Hour	22.9%	35.7%	48.6%	48.6%	41.4%	45.7%	47.1%	48.6%	41.4%	32.9%	17.1%	37.1%	32.9%	30.0%	37.9%		

Lab Rooms Scheduled Hours - Fall 2024

Rooms: 10

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total Hrs	Capacity Hrs	Utilization Per Day
Monday	3	7	9	9	7	7	8	8	7	7	3	6	5	4	90	140	64.3%
Tuesday	4	4	6	7	6	8	9	9	7	5	3	9	8	7	92	140	65.7%
Wednesday	3	5	7	6	5	6	7	7	6	5	2	4	4	4	71	140	50.7%
Thursday	5	5	7	7	6	8	7	8	7	5	4	7	6	6	88	140	62.9%
Friday															0	140	0.0%
Saturday															0	140	0.0%
Sunday															0	140	0.0%
Total Hrs	15.0	21.0	29.0	29.0	24.0	29.0	31.0	32.0	27.0	22.0	12.0	26.0	23.0	21.0	341		
Capacity Hrs	40	40	40	40	40	40	40	40	40	40	40	40	40	40	560		
Utilization Per Hour	37.5%	52.5%	72.5%	72.5%	60.0%	72.5%	77.5%	80.0%	67.5%	55.0%	30.0%	65.0%	57.5%	52.5%	60.9%		

This page documents usage patterns of the 10 Lab rooms in this category for the Fall semester of 2024 (same number of Labs rooms as in 2019). Utilization statistics are complex and vary based on the number of days and hours during which classes are conducted. For purpose of this analysis, it was assumed courses can be conducted starting from 8 am and concluding no later than 10 pm. The tables above also consider two options for days courses are scheduled which include Monday – Sunday and Monday – Thursday. Key statistics for these hours and days are shown to the right of This page.

Note: numbers in the matrices above represent hours rooms are used.

Monday - Sunday
- Average utilization is 37.9%
- Peak times for utilization are 10 am – 4 pm where utilization is between 48.6 and 41.4%
- Friday, Saturday and Sunday utilization is very low

Monday – Thursday
- Average utilization is 60.9%
- Peak times for utilization are 10 am – 4 pm where utilization is between 80% and 60%
- Utilization levels shown were not factored up for the courses conducted on Sunday, Saturday and Friday

Usage Patterns Fall 2019 vs Fall 2024

Monday - Friday

Classroom Utilization By Time of Day
Monday - Friday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Lecture Rooms	2019 Fall	21.0%	53.3%	60.3%	55.4%	27.2%	52.1%	53.3%	29.5%	17.7%	24.9%	34.9%	31.5%	26.4%	19.2%	**36.2%**
	2024 Fall	17.7%	43.1%	55.1%	49.0%	35.1%	44.4%	42.8%	29.0%	11.0%	14.1%	14.1%	10.8%	6.4%	2.3%	**26.8%**
	Net Change	-3.3%	-10.3%	-5.1%	-6.4%	7.9%	-7.7%	-10.5%	-0.5%	-6.7%	-10.8%	-20.8%	-20.8%	-20.0%	-16.9%	-9.4%
	% Change	-15.9%	-19.2%	-8.5%	-11.6%	29.2%	-14.8%	-19.7%	-1.7%	-37.7%	-43.3%	-59.6%	-65.9%	-75.7%	-88.0%	-26.0%
Lab Rooms	2019 Fall	32.0%	62.0%	72.0%	76.0%	64.0%	60.0%	70.0%	72.0%	64.0%	54.0%	30.0%	52.0%	52.0%	44.0%	**57.4%**
	2024 Fall	32.0%	50.0%	68.0%	68.0%	58.0%	64.0%	66.0%	68.0%	58.0%	46.0%	24.0%	52.0%	46.0%	42.0%	**53.0%**
	Net Change	0.0%	-12.0%	-4.0%	-8.0%	-6.0%	4.0%	-4.0%	-4.0%	-6.0%	-8.0%	-6.0%	0.0%	-6.0%	-2.0%	-4.4%
	% Change	0.0%	-19.4%	-5.6%	-10.5%	-9.4%	6.7%	-5.7%	-5.6%	-9.4%	-14.8%	-20.0%	0.0%	-11.5%	-4.5%	-7.7%

This page documents changes in usage patterns between Fall 2019 and Fall 2024 for both room types. The focus is on Monday – Friday across all potential course times (Saturdays and Sundays are not included due to very low usage levels).

Net Change is defined as the utilization difference between Fall 2019 and Fall 2024. % Change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type are shown in the text box to the right.

Lecture
- Utilization decreased for all times in the range, except for 12PM
- The average utilization reduction is 26.0%

Labs
- Utilization decreases in all but 3 time slots
- The average reduction is 7.7%

Usage Patterns Fall 2019 vs Fall 2024

Monday - Thursday

Classroom Utilization By Time of Day
Monday - Thursday

		8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Aggerate
Lecture Rooms	2019 Fall	23.7%	60.6%	69.6%	65.1%	31.4%	63.5%	64.7%	35.6%	20.8%	30.4%	42.9%	38.8%	32.4%	23.7%	**43.1%**
	2024 Fall	18.6%	47.1%	62.2%	55.4%	37.5%	50.3%	48.7%	32.1%	12.5%	16.7%	17.3%	13.5%	8.0%	2.9%	**30.2%**
	Net Change	-5.1%	-13.5%	-7.4%	-9.6%	6.1%	-13.1%	-16.0%	-3.5%	-8.3%	-13.8%	-25.6%	-25.3%	-24.4%	-20.8%	-12.9%
	% Change	-21.6%	-22.2%	-10.6%	-14.8%	19.4%	-20.7%	-24.8%	-9.9%	-40.0%	-45.3%	-59.7%	-65.3%	-75.2%	-87.8%	-29.9%
Lab Rooms	2019 Fall	35.0%	67.5%	80.0%	82.5%	67.5%	62.5%	77.5%	85.0%	75.0%	65.0%	37.5%	65.0%	65.0%	55.0%	**65.7%**
	2024 Fall	37.5%	52.5%	72.5%	72.5%	60.0%	72.5%	77.5%	80.0%	67.5%	55.0%	30.0%	65.0%	57.5%	52.5%	**60.9%**
	Net Change	2.5%	-15.0%	-7.5%	-10.0%	-7.5%	10.0%	0.0%	-5.0%	-7.5%	-10.0%	-7.5%	0.0%	-7.5%	-2.5%	-4.8%
	% Change	7.1%	-22.2%	-9.4%	-12.1%	-11.1%	16.0%	0.0%	-5.9%	-10.0%	-15.4%	-20.0%	0.0%	-11.5%	-4.5%	-7.3%

This page documents changes in usage patterns between Fall 2019 and Fall 2024 for both room types. The focus is on Monday – Thursday across all potential course times (Fridays, Saturdays and Sundays are not included due to very low usage levels).

Net change is defined as the utilization difference between Fall 2019 and Fall 2024. % change is defined as the percent of net change relative to the Fall 2019 utilization number. Select details for each classroom type are shown in the text box to the right.

Lecture
- Utilization decreased for all times in the range, except for 12PM
- The average utilization reduction is 29.9%

Labs
- Utilization decreased for all but 4 time slots
- The average utilization reduction is 7.3%

Classroom Numbers vs Usage by Year

Classroom Numbers

	2019 Fall	2024 Fall	% Change
Lecture Rooms	78	78	0.0%
Lab Rooms	10	10	0.0%
Total	88	88	0.0%

Classroom Utilization Daily Average

	Fall 2019		Fall 2024	
	Mon - Fri	Mon - Thur	Mon - Fri	Mon - Thur
Lecture Rooms	36.2%	43.1%	26.8%	30.2%
Lab Rooms	57.4%	65.7%	53.0%	60.9%

This page documents the changes in the number of rooms between Fall 2019 and Fall 2024. It further considers the overall utilization of the room types when the days of instruction are varied from Monday – Friday to Monday – Thursday.

Lecture
- Rooms counts stayed the same
- Utilization statistics declined between Fall 2019 and Fall 2024

Labs
- Room counts stayed the same
- Utilization statistics declined between Fall 2019 and Fall 2024

Peak + Non-Peak Utilization

Monday - Thursday

Fall 2019			
Lecture		Lab	
Peak	Non Peak	Peak	Non Peak
59.1%	31.0%	72.9%	60.3%

Fall 2024			
Lecture		Lab	
Peak	Non Peak	Peak	Non Peak
50.2%	15.2%	67.9%	55.6%

Peak is 9 am - 2 pm
Non Peak is 8 - 9 am and 3 - 10 pm
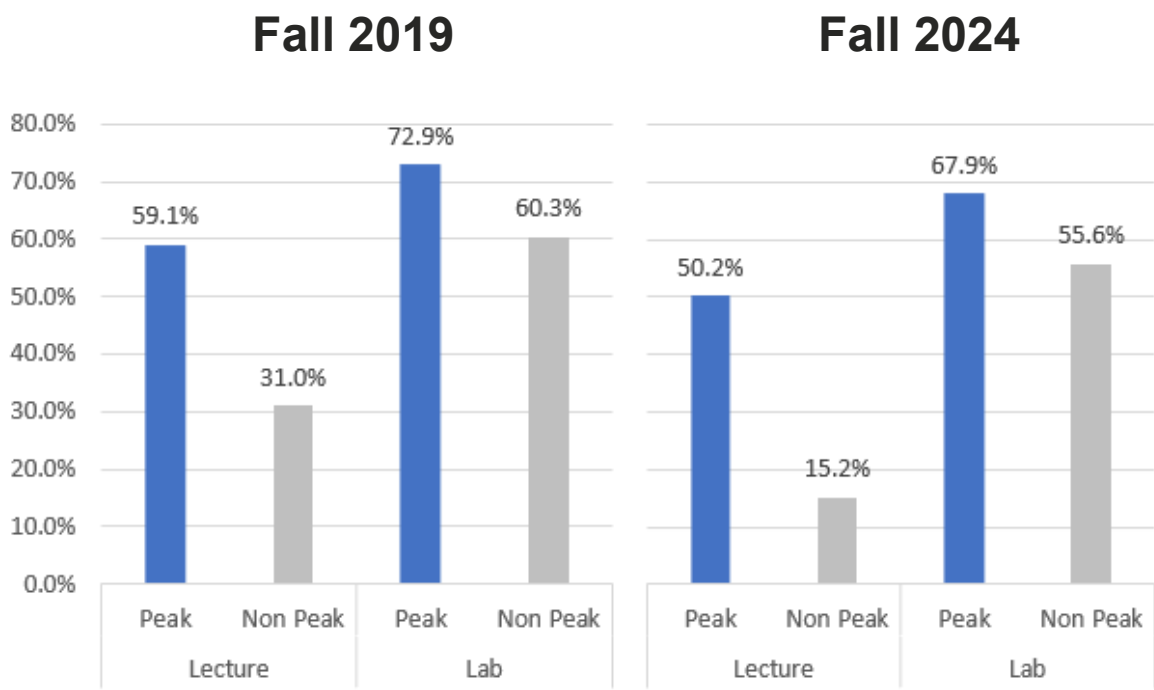
This page documents and contrasts the change in Peak and Non-Peak utilization for both room types for the Fall 2019 and Fall 2024 semesters.

As noted earlier in this section utilization fell for Peak and Non-Peak for both lecture and lab rooms between Fall 2019 and Fall 2024.

Utilization + Course Requirement / Demand Changes

Fall 2019 Utilization & Requirement Change vs Fall 2024

Monday - Thursday (4 days)

	Lecture		Lab		
	Peak	Non-Peak	Peak	Non-Peak	
Fall 2019 Utilization	59.1%	31.0%	72.9%	60.3%	
Fall 2024 Utilization	50.2%	15.2%	67.9%	55.6%	Total
Fall 2019 Course Requirement / Demand	1882.0		368.0		2250.0
Fall 2024 Course Requirement / Demand	1319.0		341.0		1660.0
Percent Change	-29.9%		-7.3%		-26.2%

This page examines and compares utilization levels and course requirements for each classroom type for Fall 2019 and Fall 2024. Between 2019 and 2024 requirements / demand fell significantly for Lecture rooms and fell by a smaller amount for Lab rooms. This decline in demand and current utilization levels indicate the current inventory of rooms has capacity to support growth in the Student population, an increase in on-ground modality and / or a reduction in space.

Notes:
- Utilization numbers above are from FLC Fall 2019 and Fall 2024 utilization reports
- Fall 2019 and Fall 2024 requirements are calculated in this section on the 6 pages titled Usage Patterns *ROOM TYPE YEAR* Fall and examine only Monday – Thursday data (as the other days have very low utilization)

Evolution - Online vs On-Ground

On Ground vs Online Class Mix Evolution

Weekly Enrollment Census Statistics

	Estimated Prior COVID	Fall 2018 Sections	Fall 2019 Sections	Fall 2022 Sections	Spring 2023 Sections	Fall 2023 Sections	Spring 2024 Sections	Fall 2024 Sections
On ground	90.0%	79.4%	75.9%	44.3%	47.4%	51.2%	53.1%	49.2%
Online	10.0%	20.6%	24.1%	55.7%	52.6%	48.8%	46.9%	50.8%

Note: for 2018 and 2019 hybrid is included in online and for 2022, 2023 and 2024 it is included in on-ground

Leader Workshop Long Term Modality Exercise Results

	FLC Leaders		Workshop
	Team 1	Team 2	Average
On ground	60.0%	50.0%	55.0%
Online	40.0%	50.0%	45.0%

The above graphic documents the evolution in modality from Pre Covid to Fall 2024 (Sections data is used here however the WSCH data is almost identical). Two trends are apparent from the data above.

- Prior to Covid on-ground courses were slowly declining over time as a percentage of the modality mix
- From Spring 2023 on-ground courses have varied between 47.4% and 53.1% of the modality mix

The above graphic is from the FLC Leader workshop where each team was asked to suggest the long-term modality mix that would be ideal and achievable for their students. The graphic indicates the results of each team for this exercise and the average of the responses.

Of particular interest the average from this exercise is similar to the modality mix from Sections data contained in the Enrollment Census Statistics for the last 4 semesters.

Success Rates by Modality

FLC Success Rates by Modality - Spring 2024

Instruction Mode	Presence Type	Overall	First Time Student	African American*	Hispanic Latino*
Fully Online - Asynchronous	Fully Online (alone)	76.3%	63.6%	55.1%	73.9%
Fully Online - Partially Sync	Fully Online (partial together)	68.5%	54.8%	56.8%	67.7%
Partially Online: 50%+ Online	Mostly Online (Hybrid)	73.7%	58.7%	52.2%	63.3%
Partially Online: Under 50%	Mostly In-person (Hybrid)	75.0%	75.4%	80.0%	73.0%
Lecture and Lab combined (in-person)	Fully In-person	77.7%	66.6%	71.7%	74.3%
	In-Person v Online Asynchronous	-1.4%	-3.0%	-16.6%	-0.4%
	In-Person v Online Synchronous	-9.2%	-11.8%	-14.9%	-6.6%

This page documents Student success statistics by modality for various Student groups. The consulting team are not in a position to comment on the statistical significance of these numbers; however, it does appear that:

- In all cases the following instructional methods have success rates below the in-person success rates: Fully Online - Asynchronous, Fully Online – Partially Synchronous, and Partially Online 50%+ Online
- African American and First Time Students have lower success rates than the overall average for all instructional metholds except for Partially Online Under 50%
- Hispanic Latino students have lower success rates than the overall average across all instructional methods

Classroom Scenarios

The following page explores a range of scenarios which vary target utilization levels and demand for courses based on current patterns. The analysis also estimates the resulting impact on the inventory of classrooms. The three scenarios considered are:

- Scenario 1 – Peak utilization is set to 80% and Non-Peak is based on Fall 2024 actual course demand hours
- Scenario 2 – Peak utilization is set to 80% and Non-Peak is set to 35% of course demand hours specified
- Scenario 3 – Peak utilization is set to 85% and Non-Peak is set to 40% of course demand hours specified

For each Scenario, a range of course demand hours is considered for each classroom type. Here the changing demand represents growth / decline in Student population and / or changes in modality. The course demand levels considered include:

- Current demand less 10%
- Current demand (Fall 2024)
- Current demand increased by 10%
- Current demand increased by 20%

The Peak and Non-Peak targets for Scenario 3 are based on best-in-class results within the Los Rios District College system and hence are realistic and achievable.

We believe Scenario 3 most accurately represents the classroom opportunities and challenges for FLC. It indicates:

- For lecture rooms
  - ✓ At current course demand levels there is a **50.3% excess in Lecture rooms**
  - ✓ In absolute terms the excess capacity would support a near doubling in demand and if current modalities extend into the future this would represent a near doubling of the student population
  - ✓ The distribution of lecture rooms across 3 locations is a somewhat limiting factor and should be considered in further analysis

- For lab rooms
  - ✓ Current course and Lab planning is effective which is indicated by utilization in Scenario 3 at current demand levels
  - ✓ At current demand levels Labs are near capacity
  - ✓ While the new science building should alleviate the capacity limitations for this room type, analysis indicates **significant excess capacity (approx. 33.3%)** will result beyond a 20% increase in demand (see note and Table 2 on the following page)
  - ✓ Further investigation, demand modeling and capacity investigation for labs is indicated

We are using the version of Scenario 3 which includes the net add of Labs from the new science building (see Table 2 on following page) in modeling scenarios for Faculty and classrooms. **This represents an aggregate reduction of 39% in classrooms.**

As in all modeling situations, there are potential realities, constraints and leadership decisions which will need to be considered before the full impact can be determined.

Classroom Scenarios

Table 1

	Classroom Utilization Scenario 1 Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ actual scheduled course demand			Classroom Utilization Scenario 2 Monday - Thursday (4 days) Peak @ 80% utilization, Non Peak @ 35% course demand specified			Classroom Utilization Scenario 3 Monday - Thursday (4 days) Peak @ 85% utilization, Non Peak @ 40% of course demand specified		
	Lecture	Lab	Total	Lecture	Lab	Total	Lecture	Lab	Total
Current Hours Course Demand Less 10%	1187.1	306.9	1494	1187.1	306.9	1494	1187.1	306.9	1494
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	44.1	7.6	51.7	40.2	10.4	50.6	34.9	9.0	43.9
Excess # Rooms	33.9	2.4	36.3	37.8	-0.4	37.4	43.1	1.0	44.1
% Excess	43.5%	23.6%	41.2%	48.5%	-3.9%	42.5%	55.2%	9.7%	50.1%
Current Hours Course Demand	1319	341	1660	1319	341	1660	1319	341	1660
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	49.0	8.5	57.4	44.7	11.5	56.2	38.8	10.0	48.8
Excess # Rooms	29.0	1.5	30.6	33.3	-1.5	31.8	39.2	0.0	39.2
% Excess	37.2%	15.1%	34.7%	42.8%	-15.4%	36.1%	50.3%	-0.3%	44.5%
Current Hours Course Demand Plus 10%	1450.9	375.1	1826	1450.9	375.1	1826	1450.9	375.1	1826
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	53.9	9.3	63.2	49.1	12.7	61.8	42.7	11.0	53.7
Excess # Rooms	24.1	0.7	24.8	28.9	-2.7	26.2	35.3	-1.0	34.3
% Excess	31.0%	6.6%	28.2%	37.0%	-27.0%	29.8%	45.3%	-10.3%	39.0%
Current Hours Course Demand Plus 20%	1582.8	409.2	1992	1582.8	409.2	1992	1582.8	409.2	1992
Current # Rooms	78	10	88	78	10	88	78	10	88
Required # Rooms	58.8	10.2	68.9	53.6	13.9	67.4	46.6	12.0	58.6
Excess # Rooms	19.3	-0.2	19.1	24.4	-3.9	20.6	31.4	-2.0	29.4
% Excess	24.7%	-1.9%	21.7%	31.3%	-38.5%	23.4%	40.3%	-20.4%	33.4%

Notes:

1. Classrooms used by MMCHS are included in the room count and the associated usage is included in the utilization numbers.

2. The net add of Labs from the New Science building is not included in the table to the left as the building is not currently available. However, the Table 2 below demonstrates the impact on classrooms resulting from the net add of 18 Labs (12 new less 4 removed from FL2)) at a course demand which is 20% above the current levels. As science courses are predominately done on-ground the 20% increase reflects approximately a 20% increase in the student population.

Table 2

New Science Building Adjustment - Current Demand +20%

	Lecture	Labs	Total
Available # Rooms	78	18	96
Required # Rooms	46.6	12	58.6
Excess # Rooms	31.4	6	37.4
% Excess	40.3%	33.3%	39.0%

06. Appendix

Work Modes Study Key Findings

Hybrid Approach

Hybrid, Worker Profiles and Work Modes

Traditionally, workplaces have been planned so that each person is assigned a personal workspace, reflecting a 1:1 person to seat ratio. In a hybrid workplace for many employees work can occur at home, in the office and other places. For some of these employees, individual workspaces in the office are unassigned, and when in the office these people select work settings that match their current mode of work and their personal preference.

The key underlying factor for most effective hybrid workplace strategies is the definition of worker profiles and types. These are based on how individuals work and their level of mobility/choice today and in the future. Other factors that should be considered when developing a hybrid strategy are:

- Cultural strengths and weakness of the organization
- Job function requirements
- Current and desired degree of choice
- Personal suitability or situation
- Resources to train and develop the hybrid worker
- Availability of mobile technology and infrastructure

The profiles developed for this engagement are based on a deep understanding of the time Classified Professionals spend in a range of work modes. The work modes employed, and their definition were first developed by workplace researchers Nonaka and Takeuchi. Steelcase's WorkSpace Futures team have expanded the knowledge associated with the concept of work modes and we have leveraged that information in this engagement.

Alone — Routine Tasks	Working by yourself doing tasks that don't require significant focus and/or privacy including email or casual correspondence.
Alone — Deep Focus Work	Working by yourself doing tasks that require significant focus and/or privacy as in creating content, building spreadsheets or reading documents.
Collaborate — Sharing information	Working with at least one other person and sharing information which could be a typical meeting to update people or reviewing project progress.
Collaborate — Creating content	Working with at least one other person and creating content, idea sharing, brainstorming or innovation as in a product development meeting, or a problem-solving session.
Socialize — Building connections	Spending time with others in a relaxed setting as in planned or chance encounters, team bonding exercises, or celebrations.
Other	This mode captures activities such as taking personal time, exercising, taking a mental break, lunch, etc. that occur throughout the workday.

Work Mode Study

Key Findings

- FLC's response rates to this study were below what is typical. Due to this a number of filters of the results had insufficient data to be presented in this document. This limited the findings and also suggests that while the broad direction of the findings are valid, they should not be viewed as definitive.

- Across the organization the predominant work mode is alone at 59% with alone routine at 35% and alone deep focus at 24%.

- The predominant worker profile is Profile 4 which is characterized by a high percentage of alone routine work

- All 8 worker profiles are present, and their distribution varies by demographics (as would be expected).

- When considering the effectiveness of work, alone work has a higher percentage of time targeted at home than collaborative work or socialization.

- Calculated time in the office varies by level which is to be expected (data for other views is not available). Leaders' results indicate 3.9 days and Classified Professionals indicate 3.16 days in the office.

- Based on the low response rate and work with similar clients we suggest approximately 2 to 3 days a week or 16 to 24 hours a week in the office be targeted for hybrid workers.

- Given the high percentage of individual work, implementing less than 4 days per week in the office is realistic, however it will require understanding student patterns and developing and managing a schedule to ensure Classified Professionals provide adequate coverage. We believe data from student "check-in" for services can be used to support this planning effort.

Alone Routine Tasks	
Alone Deep Focus Work	
Collaborate Sharing information	
Collaborate Creating content	
Socialize Building connections	
Other	

FLC Work Mode Study
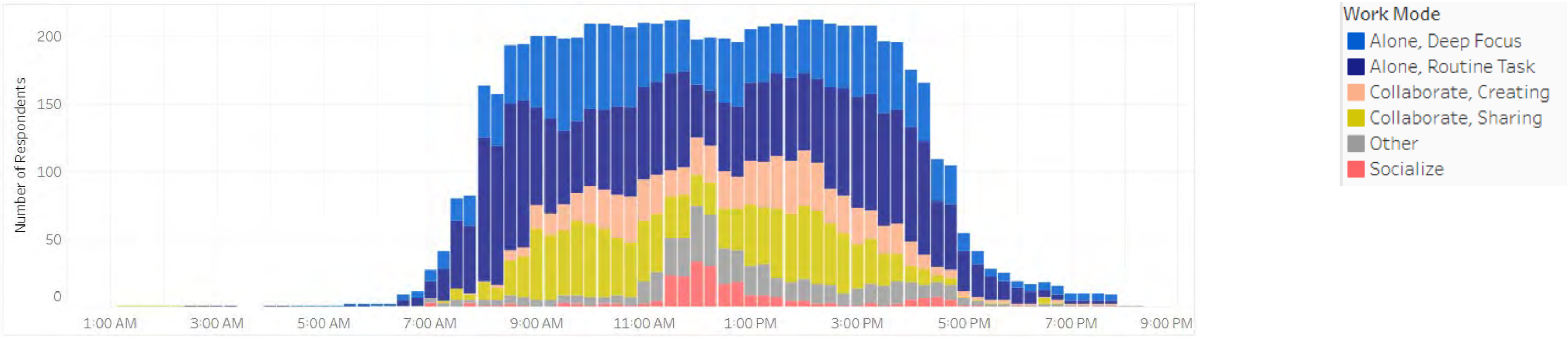
The work mode effort for this engagement involved one execution of the Applied Research + Consulting team's Work Mode Study for 140 People Leaders and Classified Professionals at FLC. 44 responses were received which represents a response rate of 31.4%. This response rate is lower than is typical and while the results for the broader population are usable, some of the subcategories (locations, departments and levels) have insufficient information and were aggregated together for the report. The responses from each Department follow:

- Administrative Services 11
- Instructional Services 12
- Student Services and Support Programs 14
- Other 5

The graph on this page documents the aggregate flow of work over a typical day at FLC across all team members and locations. For a specific individual, the flow and blend of activities varies depending on job role, department, and level. Personal work style and preferences will also impact the blend of work modes for a given person

Please note, all work modes are important for an individual to be successful in their job and in general one work mode should not be unduly emphasized over another when considering the design of the workplace.

Collaborative Meeting Sizes

The work mode capability collects information from each collaborative activity including the number of people in each session. This chart documents the size of meetings for both collaborative work modes. At FLC, in general, meetings tend to be small.

- The most frequent meeting size is 2 to 3 participants

- The second next most frequent meeting size is 4 to 6, however for collaborate creating there are equal amounts in the 7 to 10 meeting size category

- Approximately 59% of collaborative creating sessions include 2 to 6 participants

- Approximately 54% of collaborative sharing sessions include 2 to 6 participants

Note in calculating percentages above "No amount specified" was removed from the total.

Meeting Sizes

Collaborate - Creating: 11% / 10% / 49% / 27%

Collaborate - Sharing: 9% / 6% / 16% / 38% / 32%

% of Meetings Reported

Meeting Sizes
- 11 or more participants
- 7 to 10 participants
- 4 to 6 participants
- 2 to 3 participants
- No amount specified

Work Mode Aggregate Profile

Time Spent in each Work Mode

Work Mode	Average % of Time
Alone, Deep Focus	24%
Alone, Routine Task	35%
Collaborate, Creating	12%
Collaborate, Sharing	18%
Other	7%
Socialize	4%

This chart indicates the average percentage of time respondents spend in each work mode (data here is aggregated across all departments, locations and levels). Items of note at the aggregate level are:

• The predominant work mode is alone routine task

• 59% of time is spent in alone work

• The predominant collaborative activity is sharing

• 30% of time is spent in collaborative work

• 4% of time is spent in socializing

In the appendix of this report are four pages that show the breakdown of FLC's work mode results into 8 unique profiles. This is sufficiently detailed to see unique aspects of how work is done without introducing undue and unwarranted complexity.

It should be noted that the various subdivisions (department, level and location) analyzed may or may not have all 8 profiles and the percentage of time in each work mode will vary based on the unique work patterns associated with a given profile in a specific subdivision.

Work Mode Profiles

Detail

Profile 1

- High percentage of time in alone routine

- 88% of time in alone work

- 9% of time spent in collaborative work

- **11.9% of overall staff**
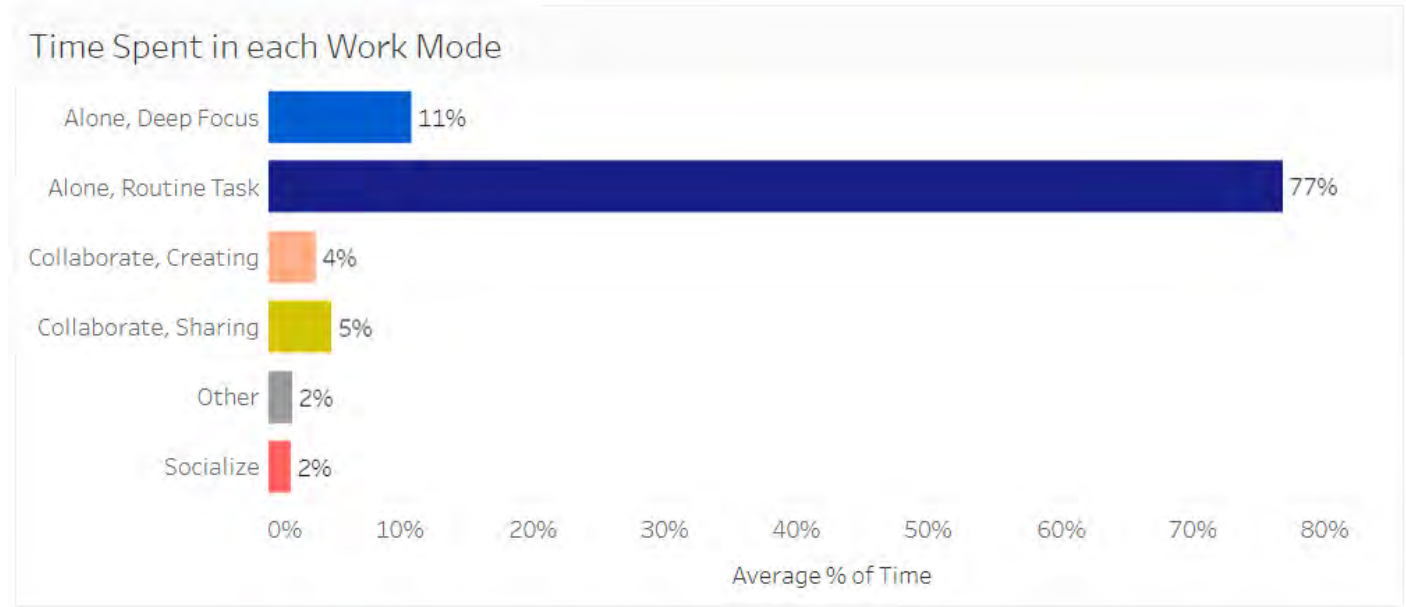
Profile 2

- High percentage of time spent in alone deep focus

- 68% of time spent in alone work

- 18% of time spent in collaborative work
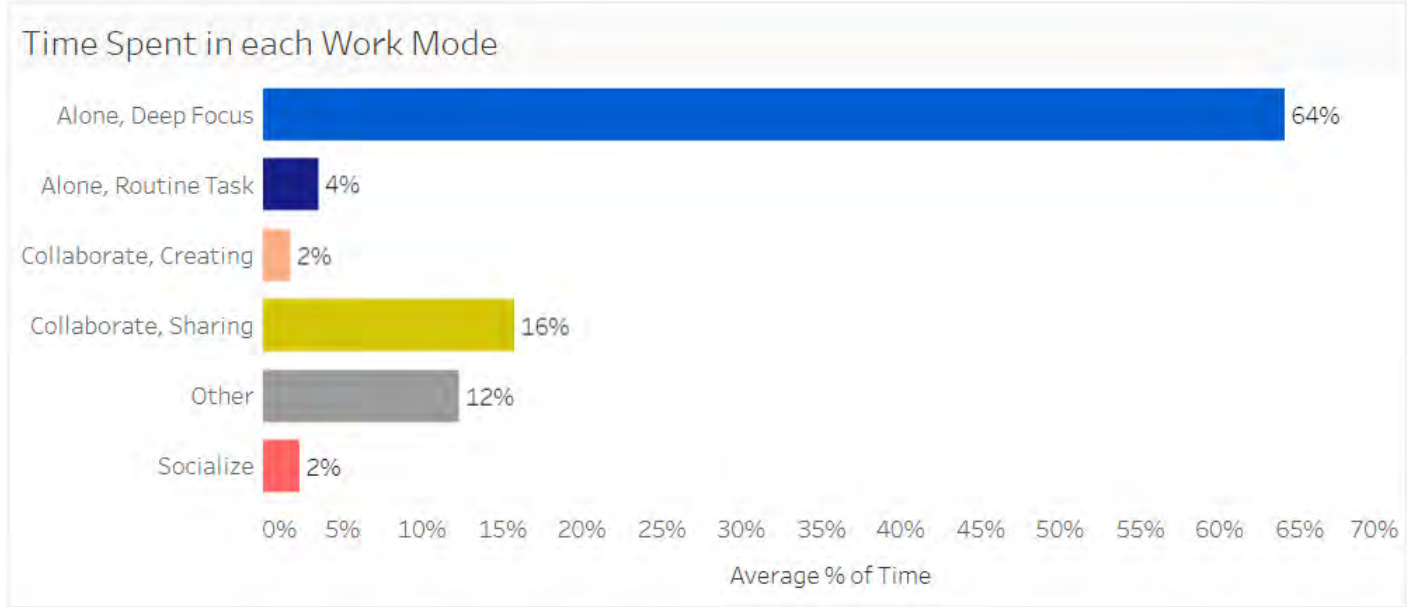
- **2.4% of overall staff**

Work Mode Profiles

Detail

Profile 3

- High percentage of time spent in alone routine and deep focus

- Total of 77% of time spent in alone work

- 14% of time spent in collaborative work

- **21.4% of overall staff**

Time Spent in each Work Mode

Work Mode	Average % of Time
Alone, Deep Focus	38%
Alone, Routine Task	39%
Collaborate, Creating	5%
Collaborate, Sharing	9%
Other	6%
Socialize	3%
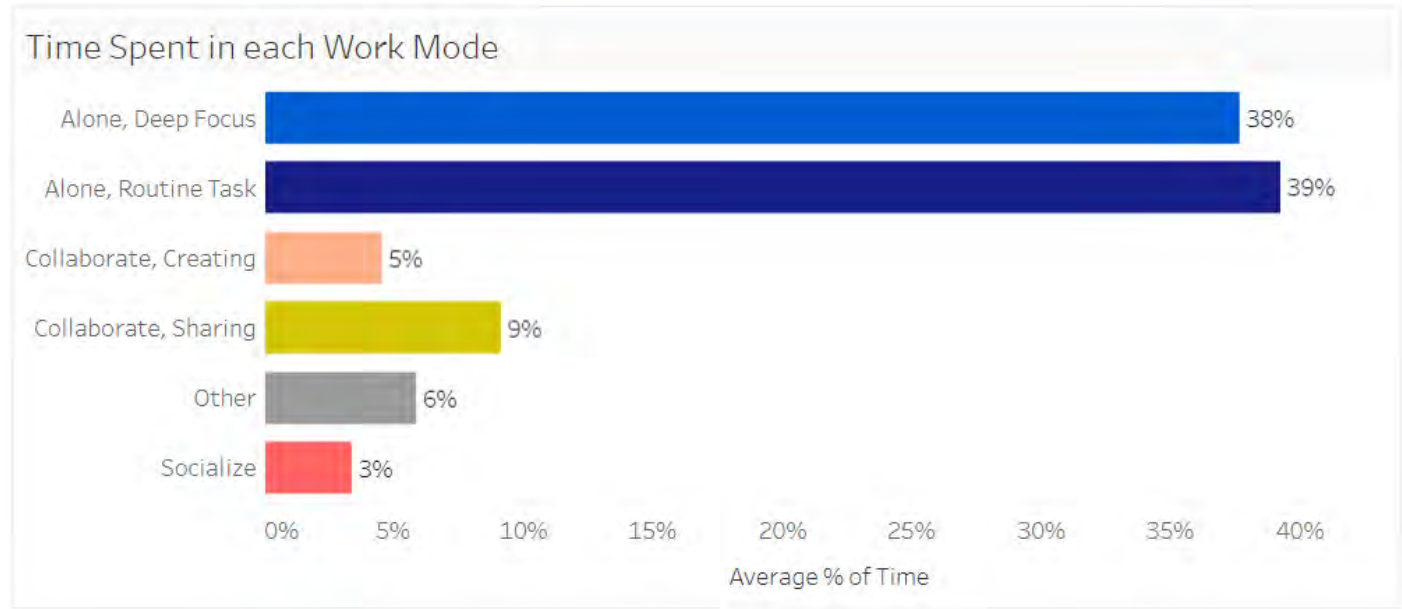
Profile 4

- High percentage of time spent in alone routine

- Total of 62% of time spent in alone work

- 27% of time spent in collaborative work

- **23.8% of overall staff**

Time Spent in each Work Mode

Work Mode	Average % of Time
Alone, Deep Focus	23%
Alone, Routine Task	39%
Collaborate, Creating	10%
Collaborate, Sharing	17%
Other	9%
Socialize	2%
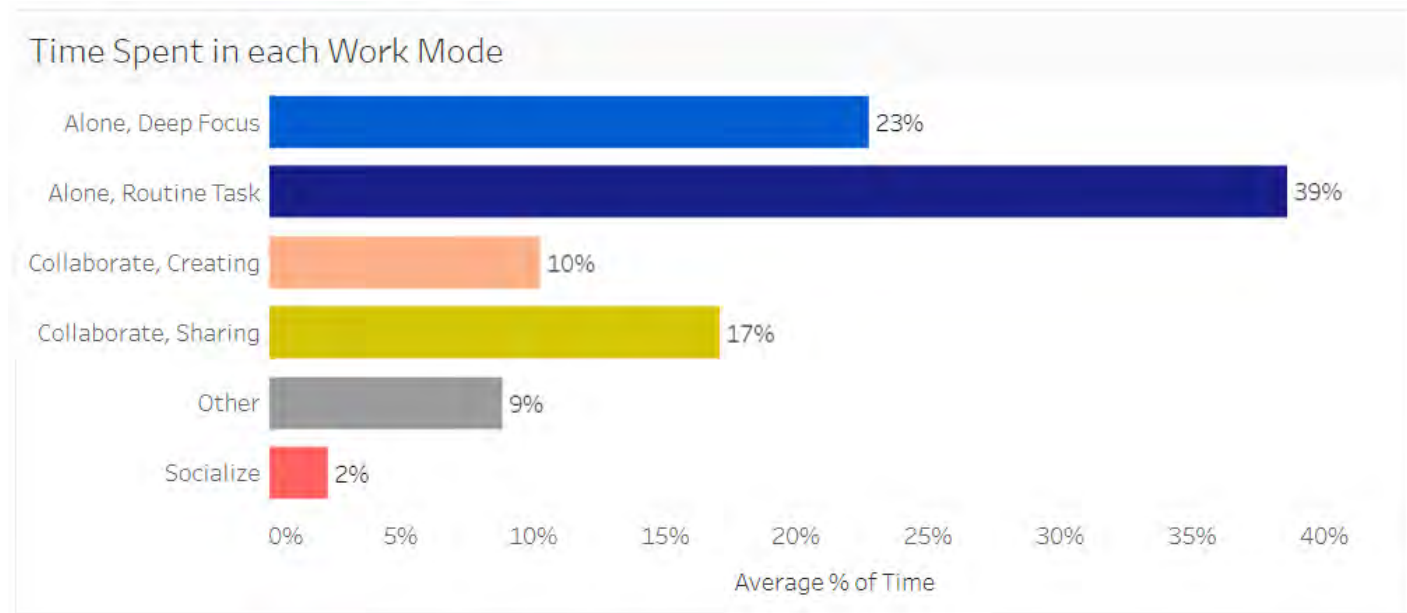
Work Mode Profiles

Detail

Profile 5

- High percentage of time in collaborative sharing

- 38% of time spent in individual work

- 47% of time spent in collaborative work

- **14.3% of overall staff**
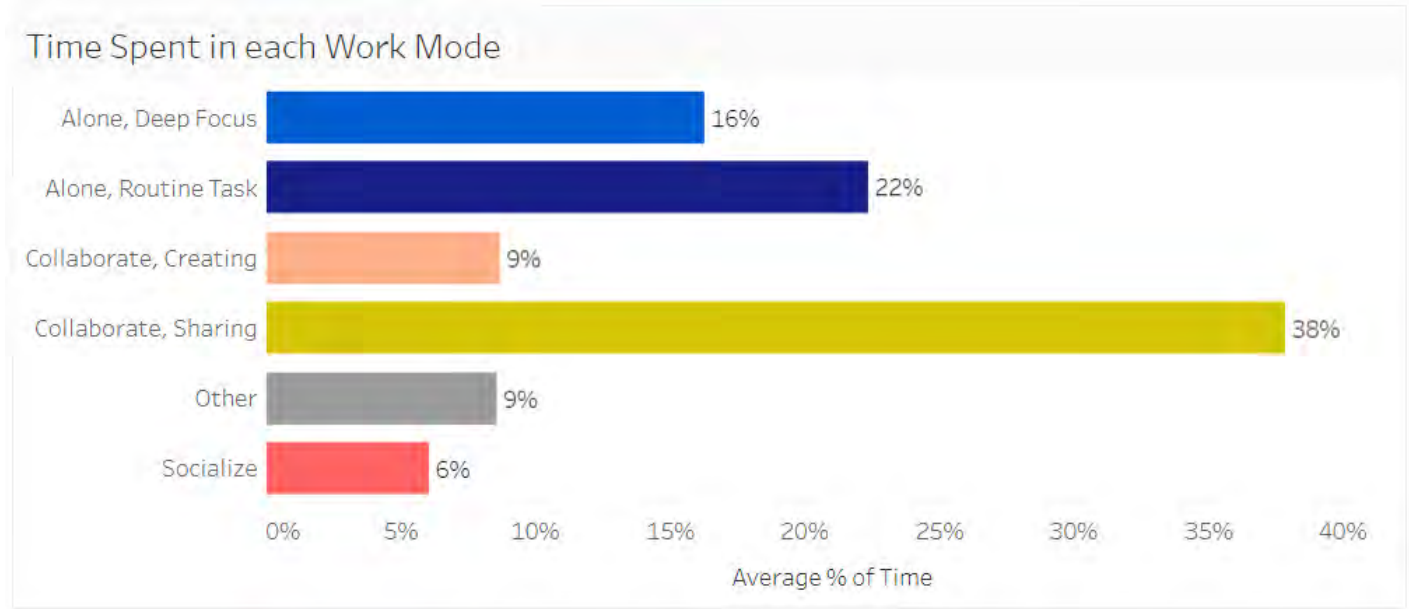
Profile 6

- Equal percentage of time across alone and collaborate

- 46% of time spent in individual work

- 43% of time spent in collaborative work

- **19% of overall staff**
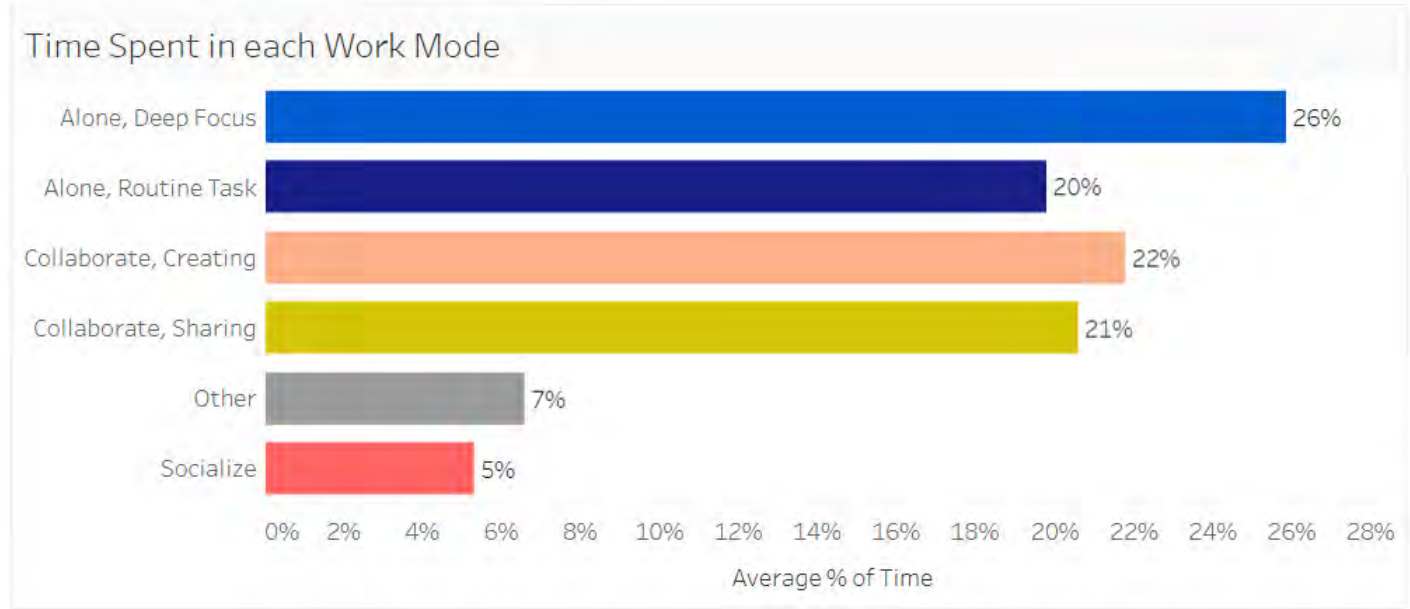
Work Mode Profiles

Detail

Profile 7

- High percentage of time in collaborative sharing
- 20% of time spent in individual work
- 72% of time spent in collaborative work
- **2.4% of overall staff**
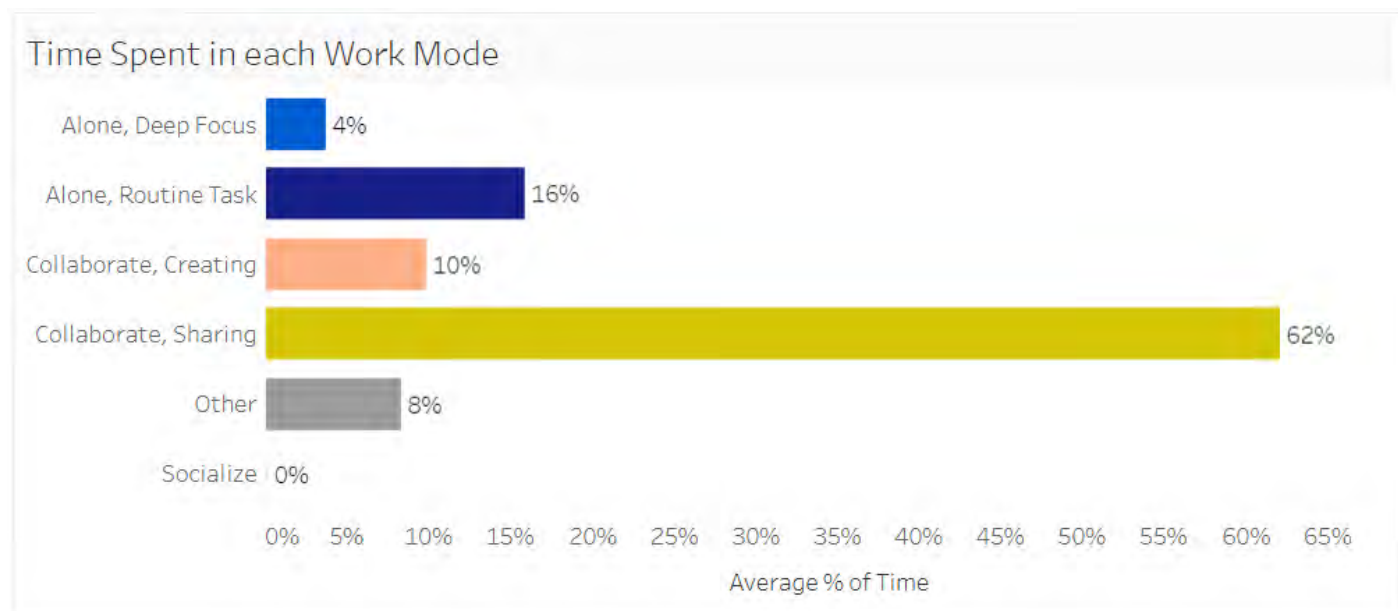
Profile 8

- High percentage of time in collaborative creating
- 30% of time spent in individual work
- 52% of time spent in collaborative work
- **4.8% of overall staff**
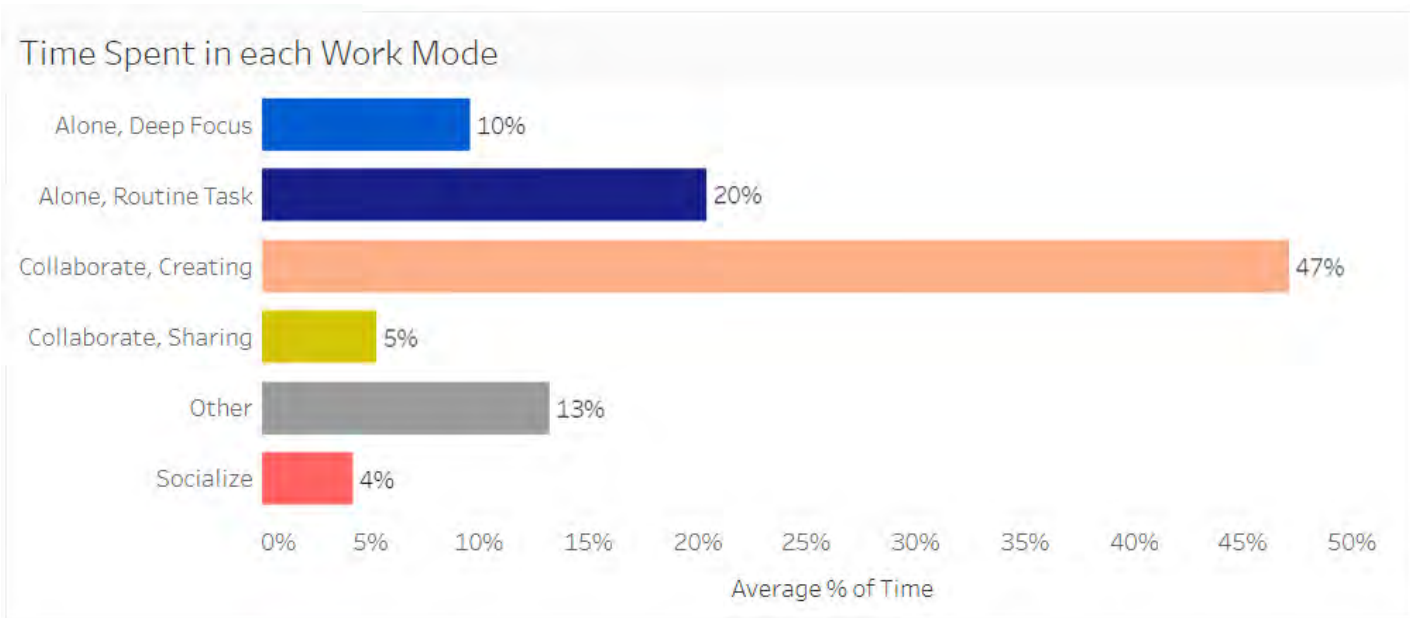
Work Mode Profiles

By Department & Location

The graphic on this page overviews the distribution of profiles by department. Due to limited participation across individual departments, all departmental data is shown as an aggregate. Similarly, due to limited participation by location all data is aggregated into one. Thus, the chart and table on this page represent both the departmental and locational summary for FLC. The blue cell in the table indicates that the predominant profile across the departments is profile 4.

It should be noted that departments have a range of profiles which represent a diversity of job roles and personal preferences for how to do a specific job.
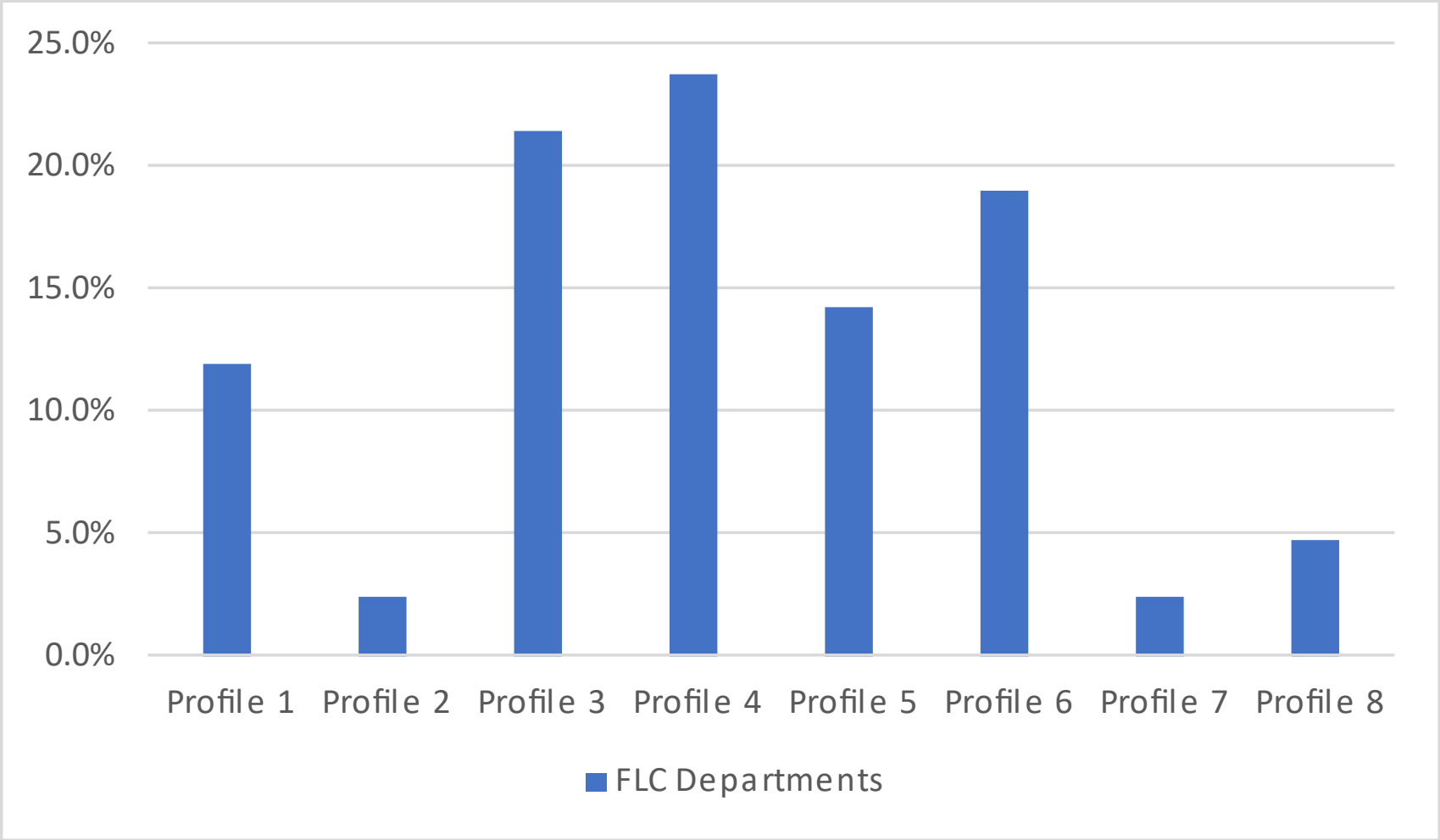
Department	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
FLC Departments	11.9%	2.4%	21.4%	23.8%	14.3%	19.0%	2.4%	4.8%

Work Mode Profiles

By Level

The graphics on This page illustrate the distribution of work profiles for people leaders and classified professionals. The blue cells indicate the predominant profile by level. There is a clear shift between people leaders and classified professionals. In essence this means the higher the level within the organization the greater the tendency to spend time in collaborative activities.

For FLC, the response rate was insufficient to provide data breakdowns for executive, manager, and supervisor thus they have been combined into people leaders.

- 46.7% of People Leaders are in profiles 1-4
- 66.7% of Classified Professional are in profiles 1-4
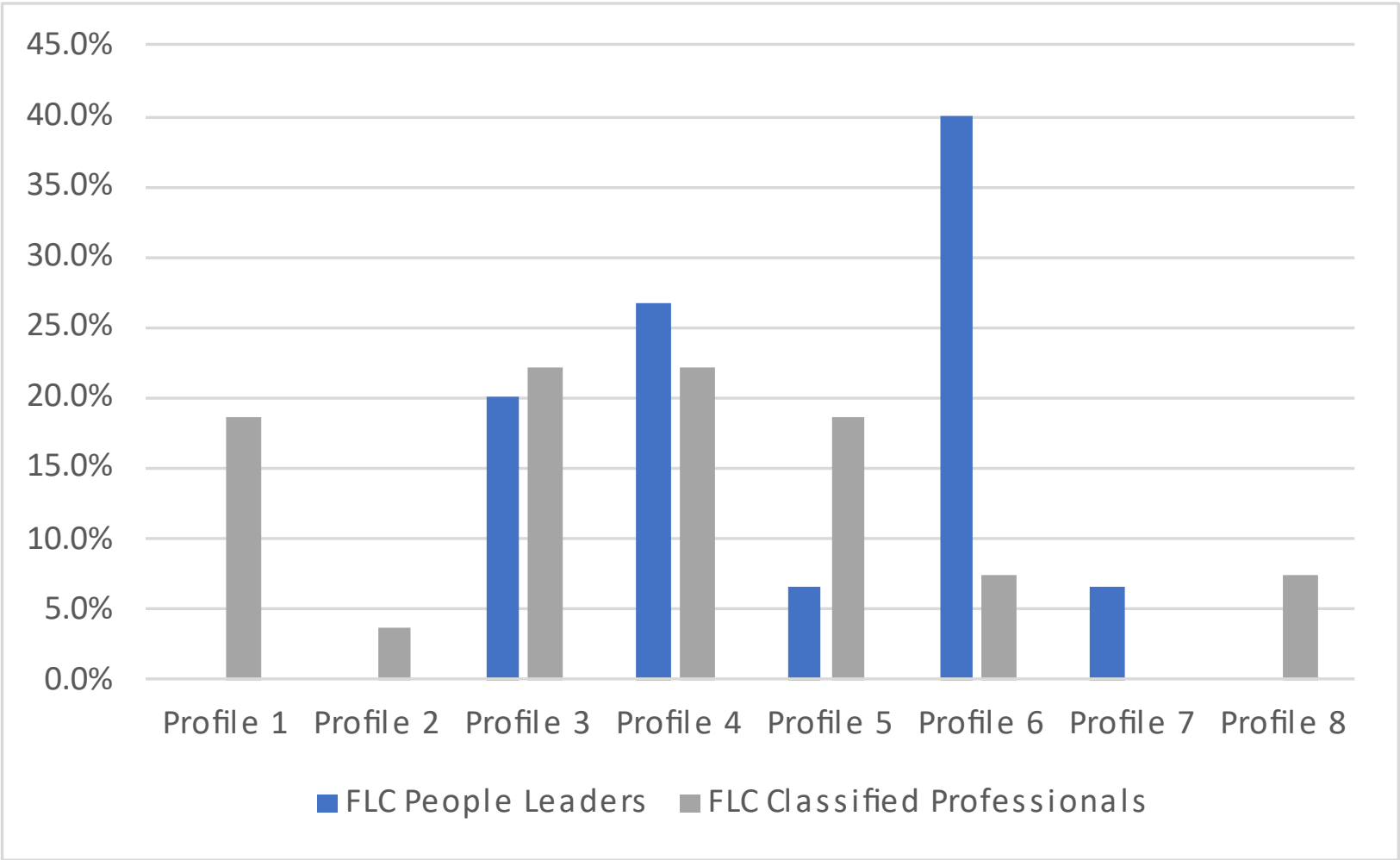
Level	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6	Profile 7	Profile 8
FLC People Leaders	0.0%	0.0%	20.0%	26.7%	6.7%	40.0%	6.7%	0.0%
FLC Classified Professionals	18.5%	3.7%	22.2%	22.2%	18.5%	7.4%	0.0%	7.4%

Work Effectiveness

By level

The tables on this page are based on aggregating responses by level across all work mode instances to the question *"Where would you be most effective: office or home?"*

The data shows that in most instances employees at all levels believe from an effectiveness / productivity perspective work can be blended between home and the office. Also, the data from both groups indicate there is less reason for alone work to be done in the office as compared to collaborative work and socialization. People Leaders indicated higher effectiveness in the office than Classified Professionals.

For the bar chart on this page, the numbers at the top of each bar represent the number of days per week the average person believes would be most effective to spend in the office by level. These are derived by weighting headcount "effectiveness" responses by work mode across each profile for each department.

The results indicate that People Leaders believe there is a higher need to be in the office than Classified Professionals by about a day.

Given the manner work modes overlap during a typical day, it would probably be better to view these "days per week in the office" as "hours per week in the office".

Note: the response rate was insufficient to report breakouts for Executive, Manager, and Supervisor. Data that was collected is aggregated together as FLC People Leaders.

FLC People Leaders	Effectiveness	
	% Home	% Office
Alone - deep focus	39.7%	60.3%
Alone - routine task	21.4%	78.6%
Collaborate - sharing	14.3%	85.7%
Collaborate - creating	18.0%	82.0%
Socialize		100.0%
No response and no preference removed from calculations		

FLC Classified Professionals	Effectiveness	
	% Home	% Office
Alone - deep focus	54.1%	45.9%
Alone - routine task	39.5%	60.5%
Collaborate - sharing	33.9%	66.1%
Collaborate - creating	22.0%	78.0%
Socialize	9.7%	90.3%
No response and no preference removed from calculations		

Work Effectiveness

By Department

The table and graph on This page utilize the same logic and analysis used on the Work Effectiveness by level page earlier in this section.

Note: the response rate was insufficient to report breakouts for Administrative Services, Instructional Services, FLC Other and Student Services and Support Programs. Data that was collected is aggregated together as FLC Departments.

Office Day/Wk
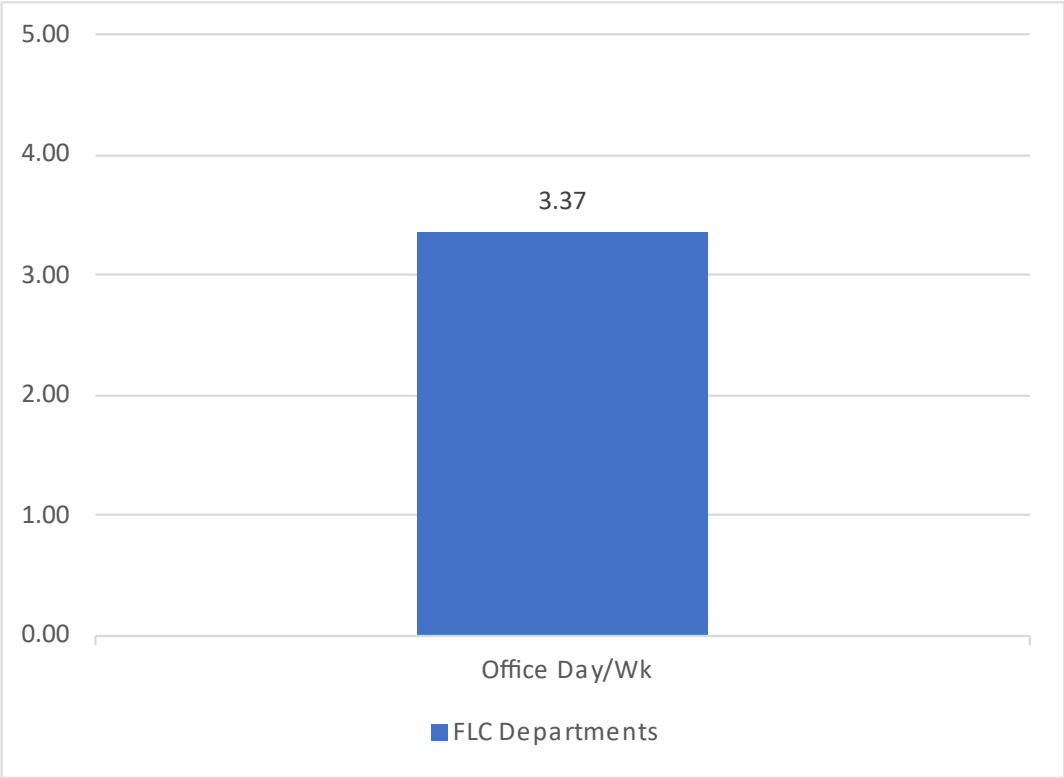
■ FLC Departments

FLC Departments	Effectiveness	
	% Home	% Office
Alone - deep focus	49.6%	50.4%
Alone - routine task	35.5%	64.5%
Collaborate - sharing	27.8%	72.2%
Collaborate - creating	20.3%	79.7%
Socialize	7.7%	92.3%
No response and no preference removed from calculations		

Work Effectiveness

By Location

The table and graph on This page utilize the same logic and analysis used on the Work Effectiveness by level page earlier in this section.

Note: the response rate was insufficient to report breakouts for El Dorado Center and Rancho Cordova Center locations. Data that was collected is reported with Main Campus as FLC campuses.
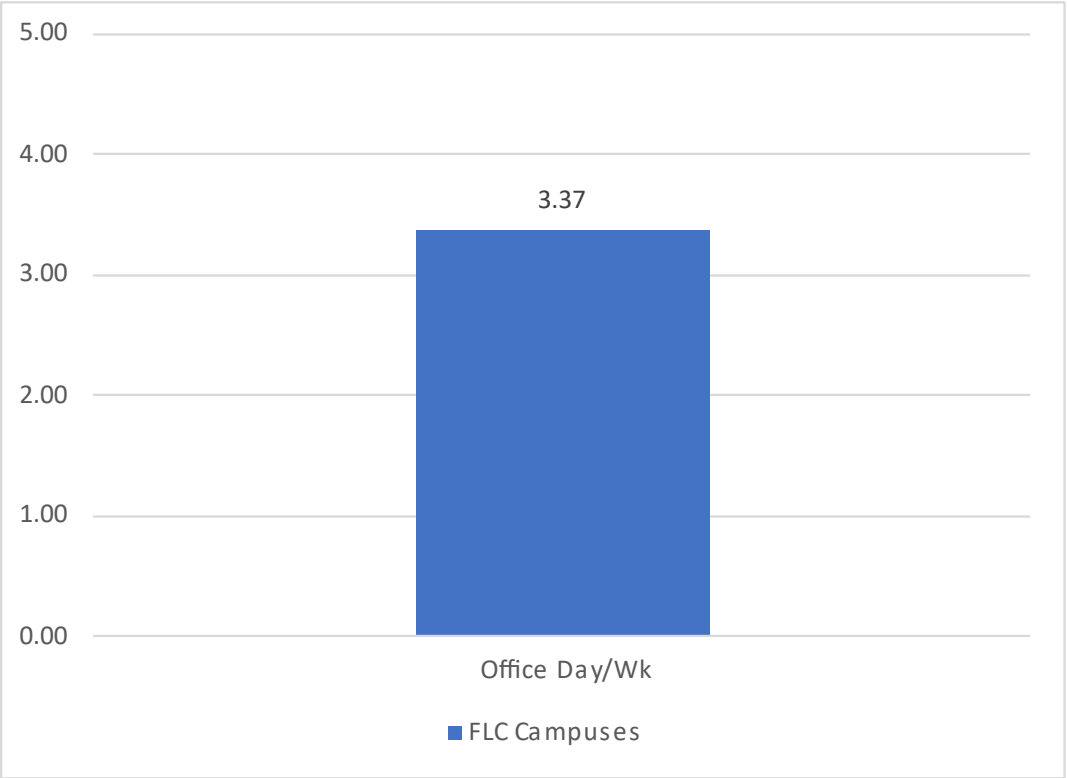
FLC Campuses	Effectiveness	
	% Home	% Office
Alone - deep focus	49.6%	50.4%
Alone - routine task	35.5%	64.5%
Collaborate - sharing	27.8%	72.2%
Collaborate - creating	20.3%	79.7%
Socialize	7.7%	92.3%
No response and no preference removed from calculations		

06. Appendix

Observation Key Findings

Observation Overview

Intent + Overview

This section documents the results of the Observation Study conducted by the Applied Research + Consulting team during the Fall semester of 2024 at FLC's Main Campus and the El Dorado and Rancho Cordova Centers.

The intent of this effort was to gain a firsthand understanding of the current state of spaces where learning and work happens, to better understand how space is used and the relationship of spaces to one other. The observation effort included approximately 13 buildings, 35 classrooms and a broad range of Faculty and Classified Professional work areas.

The following pages contain general observations as well as a summary of findings for each space type observed:

- Classrooms
- Student Spaces
- Classified Professional Work Areas
- Faculty Work Areas
- El Dorado Center
- Rancho Cordova Center
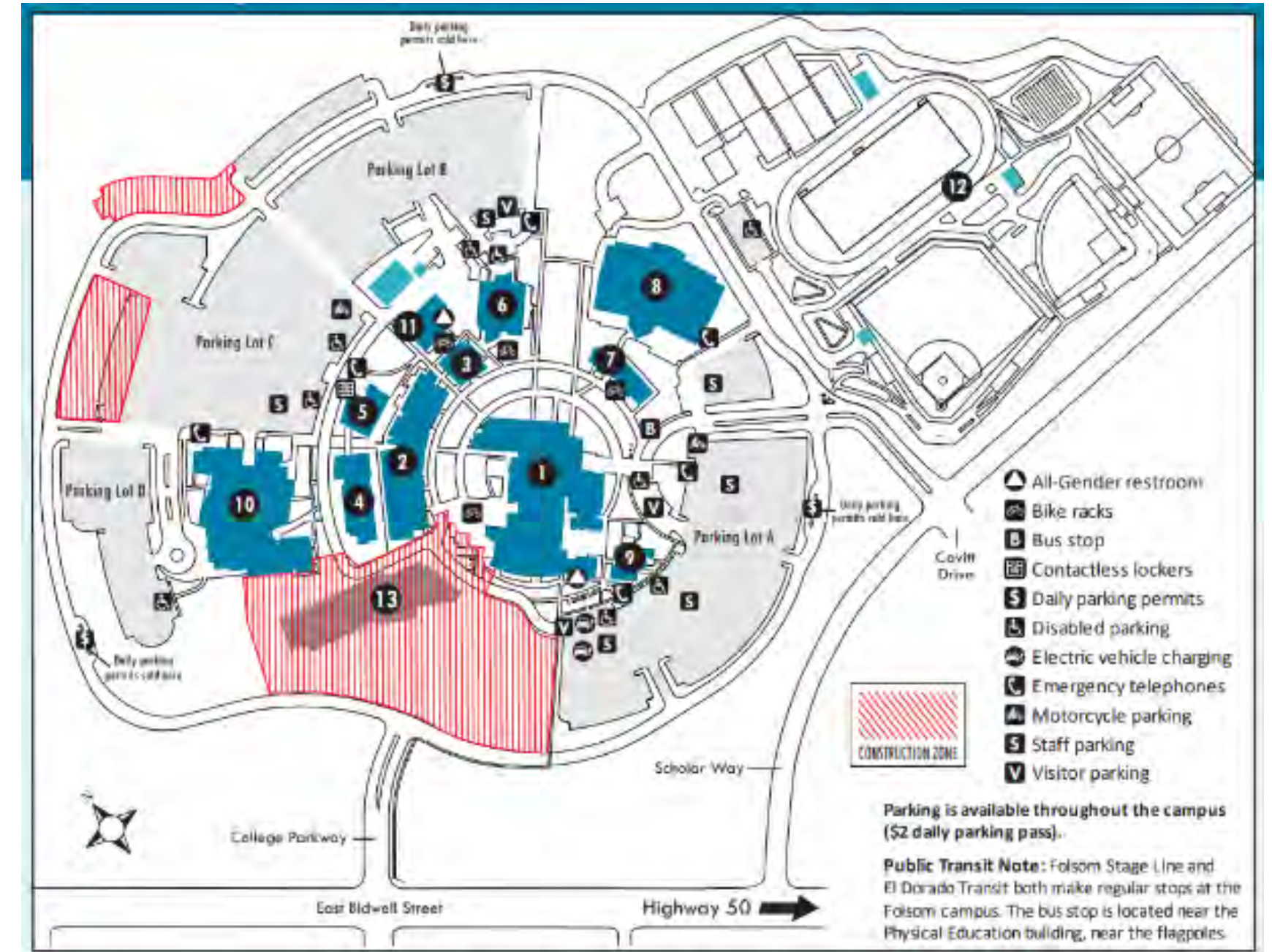
Observation Findings:

General

Campus Attributes

FLC is an impressive contemporary Campus. The Campus is beautifully landscaped with excellent views, walking trails, and well-defined traffic patterns between buildings. The buildings are well-maintained with great access to daylight.

The interiors of the buildings while generally modern have furniture and layouts which are traditional and feel austere without purposeful branding and artwork. However, the interiors are often enhanced with the addition of department display cases illustrating department awards and identity.
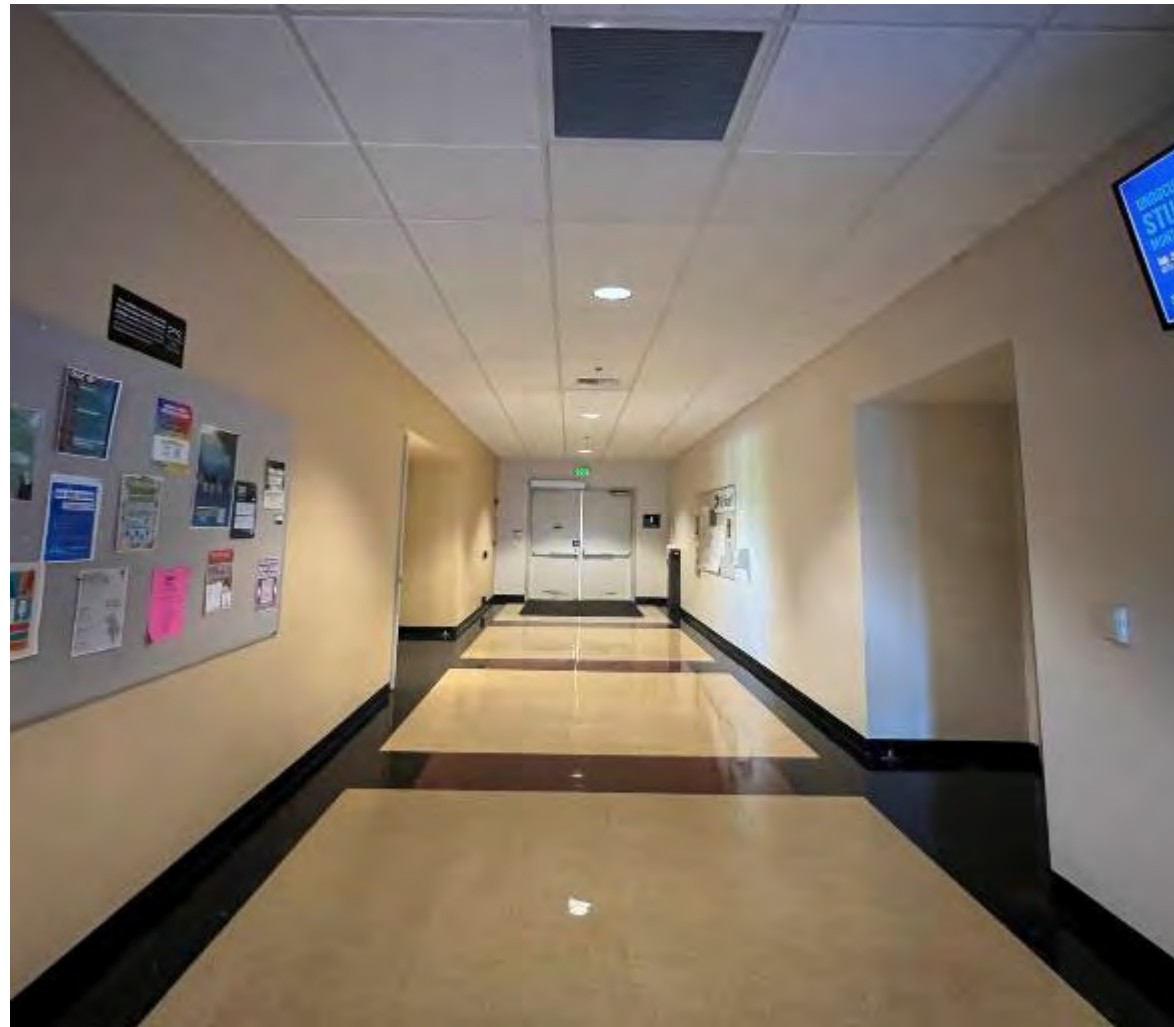
Observation Findings:

Classrooms

General Appearance

Classrooms appear to be organized, well-maintained and clean. Many classrooms benefit from large windows which offer ample natural light. The tall ceilings in these spaces help create bright, stimulating learning environments. Carpeted floors were mostly observed clean and without stains. Some tile floors showed signs of wear and tear.

Most classrooms are arranged for lecture style instruction which can limit flexibility for group work.

Classrooms are well equipped with whiteboards, tackable surfaces, and projector screens. In some situations, views of wall-mounted whiteboards are partially blocked by drop-down projection screens, limiting the instructor's ability to display a maximum amount of information.
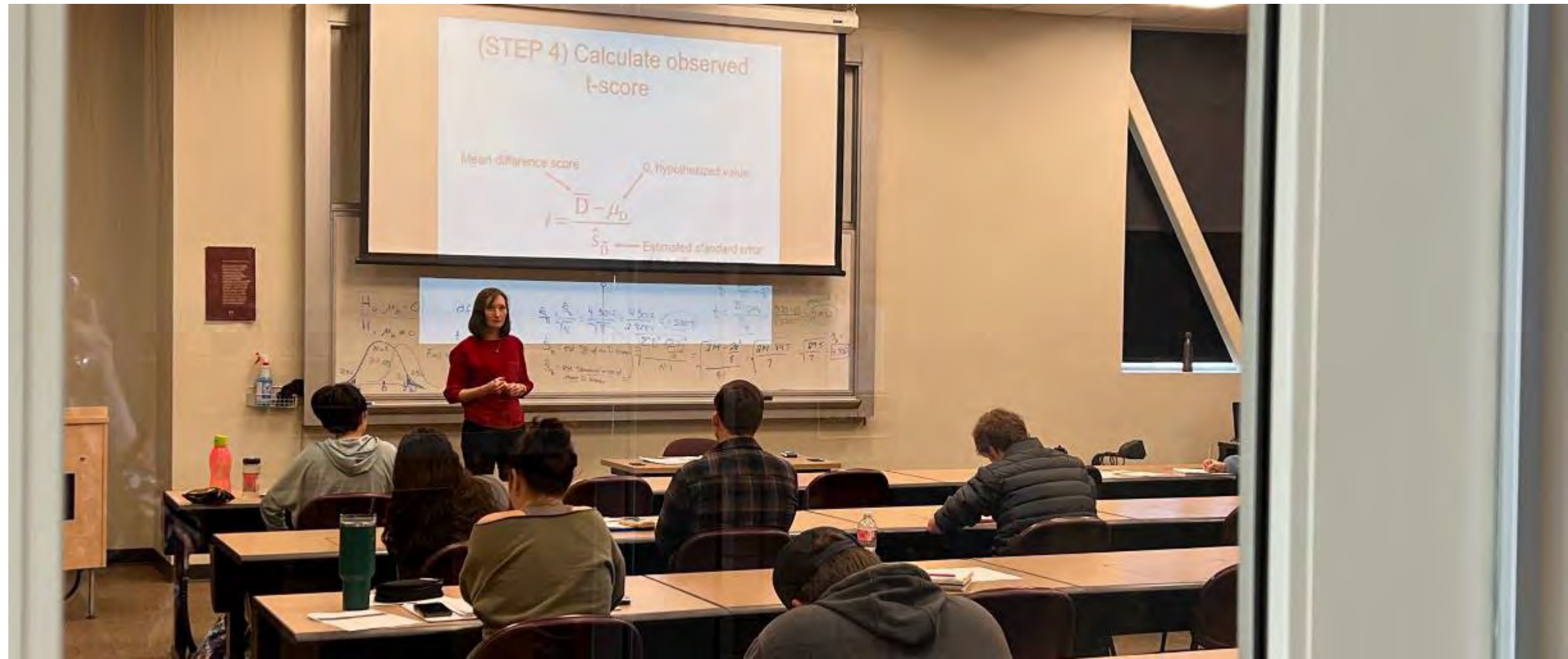
Observation Findings:

Classrooms

Before Class

Students waiting in the hallways before and after class were often observed standing against the wall or sitting on the floor. This situation impacts the before and after class experience and discourages interaction among students and their ability to get to know one another.

During Class

Many classrooms lack adequate individual storage for Students with no place for backpacks and personal belongings. This leads to Students placing these items on the floor, resulting in potential trip hazards.

Additionally, several classrooms have posted signs stating that no food or drink is allowed in the classrooms. Some classrooms provide storage outside the classroom to accommodate these items.
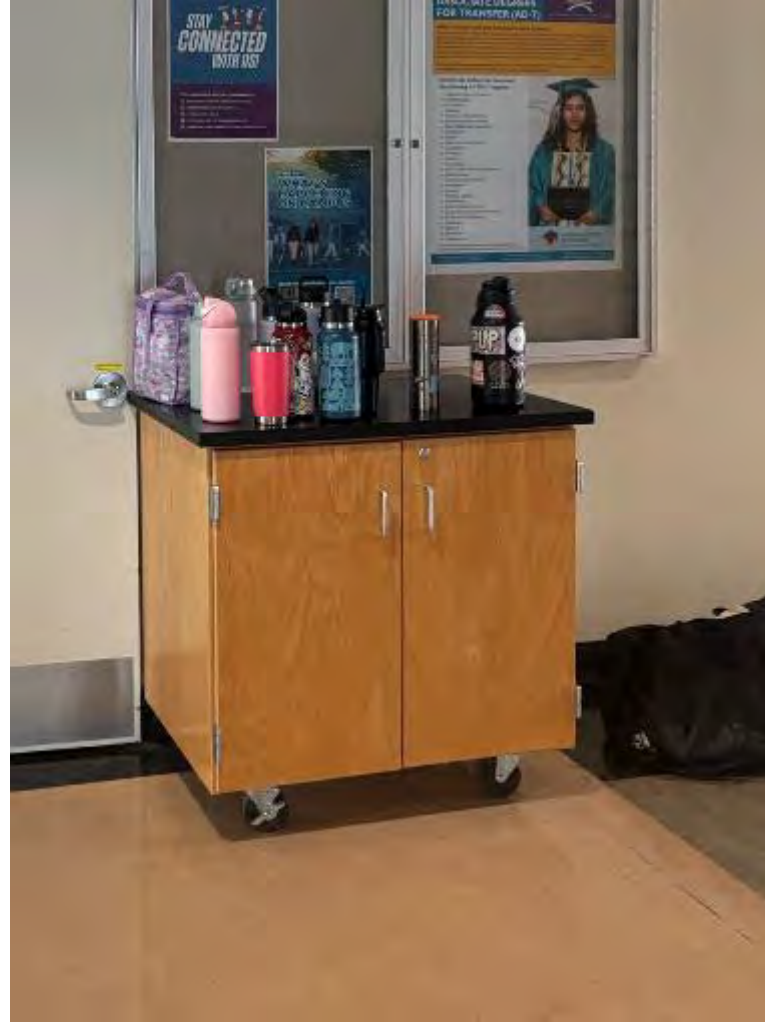
Observation Findings:

Faculty Spaces

Single and shared Offices

Offices are designed for single or multi occupancy. There appears to be a standard layout for most offices. However there also appears to be a lack of ability to store or display elements of personal interest and artifacts. This causes users to repurpose existing elements to accommodate their belongings, often making for a chaotic and messy appearance.

Other offices were devoid of personalization and had an abundance of unused storage. Many file cabinets and overhead units were observed almost empty.

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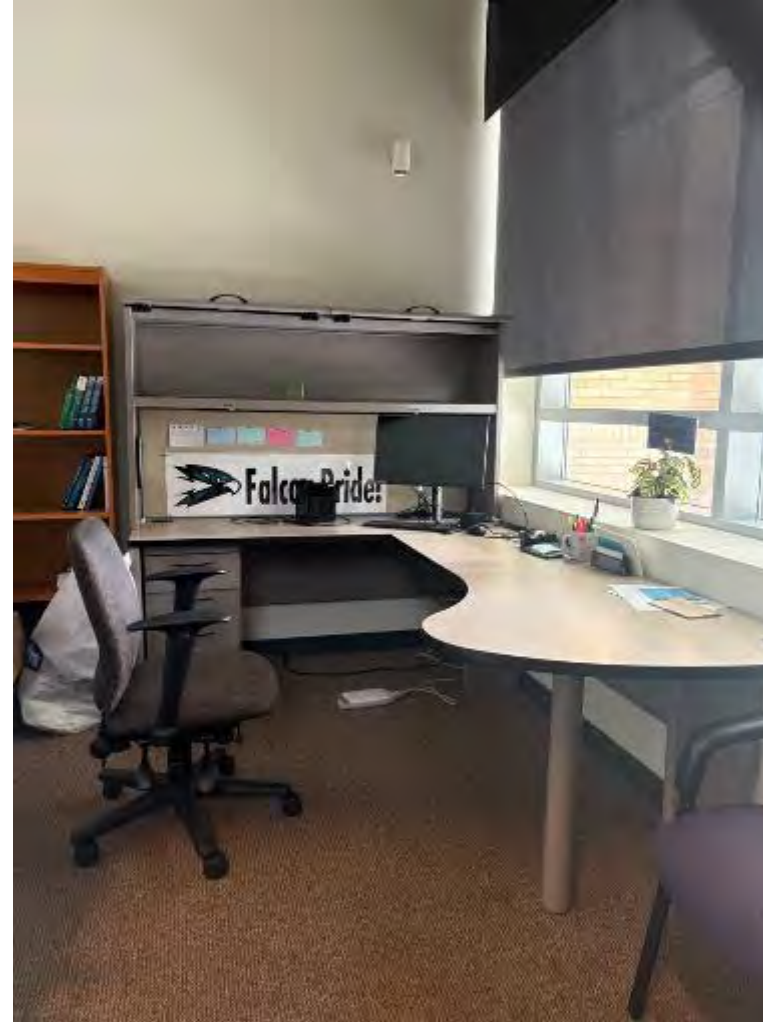
Observation Findings:

Faculty Spaces

Visual Connection – behind closed doors

During the observation period, most Faculty offices had closed and locked doors. Faculty offices do not have sidelights in the doors, making it impossible to know if anyone is inside. There is an attempt to share individual personalities through the decoration of the doors.

Having so many closed doors with lights off contributes to a sense of emptiness and feelings of low energy throughout these areas.

Observation Findings:

Faculty Spaces

Lack of places to socialize

Faculty offices lack access to informal spaces to socialize and connect with colleagues. While some work/mail rooms provide amenities (e.g., refrigerator, microwave and sink) there are no inviting areas to encourage people to socialize.

Several Faculty members have mini fridges and coffee/beverage stations in their offices. This is perhaps due to the lack of breakrooms or spaces to socialize nearby.

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Observation Findings:

Classified Professional Spaces

Multi-function

Many of the Classified Professional work areas, unlike the Faculty spaces, are accessible to Students and are multifunctional. Not only are Students greeted and directed appropriately, but the work area also needs to support the employees working in the open plan and private offices. Some spaces serve as Student area, breakroom, and private office. This often leads to tight and dense areas with a lack of audio and visual privacy.

Many of the Classified Professional areas are challenged with having appropriate storage for a wide range of materials needed to support the various Student Service programs.

Observation Findings:

Classified Professional Spaces

Limited Breakrooms

Similar to the Faculty experience, there are limited breakrooms in the Classified Professional areas. As a result, there are many ad-hoc kitchen areas set up and the breakrooms that do exist serve as workrooms. These workrooms are not a welcoming, comfortable place where people could relax and connect with colleagues.

Some Programs appeared to require additional storage beyond what is currently available in their spaces. For example, in the Center for Excellence, one side of the back hallway was stacked with boxes and materials. Similarly, the Equity Center lacked storage for Employee and program materials and items were observed piled on top of storage containers and stacked on the floor.

Observation Findings:

Student Experience

Building Student Community

The spirit of Falcontude is evident throughout the Campus. Students were observed purposely connecting in a variety of locations across the Campus. The Welcome Center and the Library bring Students together to study. The Innovation Center brings Students together to create, to explore, and innovate together on personal and group activities. Falcon's Roost brings Students to eat, drink, socialize and play games together.

Observation Findings:

General

Dedicated Study Spaces

Students were observed utilizing a variety of places to study in the Welcome + Student Success Center and the Library. There are choices between both open, enclosed, individual, and group spaces. Some spaces are bookable and some are first come/first serve. While the private study rooms accommodate 3-5 people, these rooms were most often observed with only one person inside.
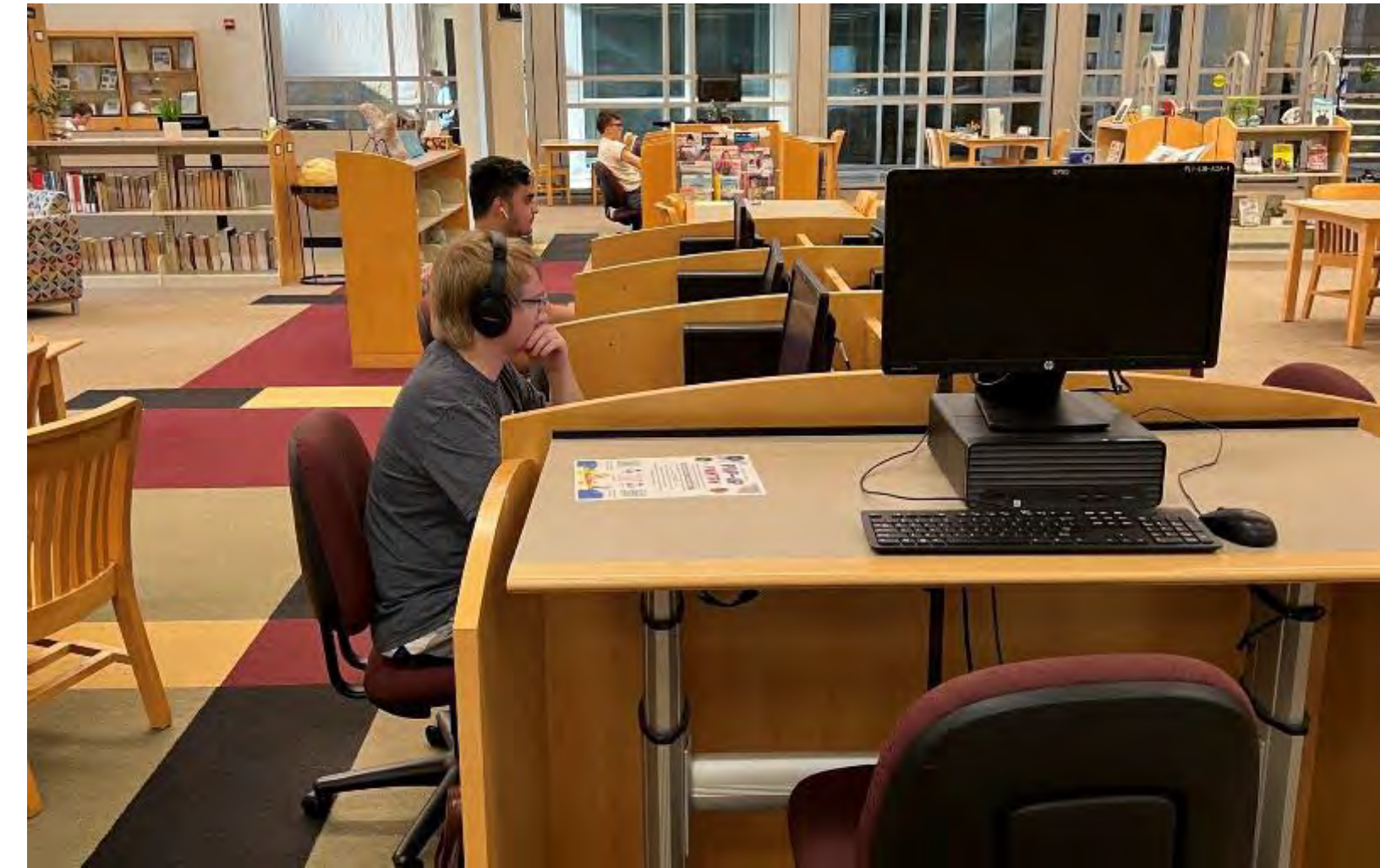
Observation Findings:

Student Experience

Information Sharing

There is a well-designed, branded, and coordinated plan for wayfinding on the Campus making it easy to navigate the way to classrooms and services.

Campus activities, services and events are promoted throughout the Campus in both digital and print format. In some instances, the display of print information seemed overwhelming. Monitors are strategically placed around campus in high traffic corridors and in areas where Students congregate. The information displayed appeared current and accessible to a wide audience.
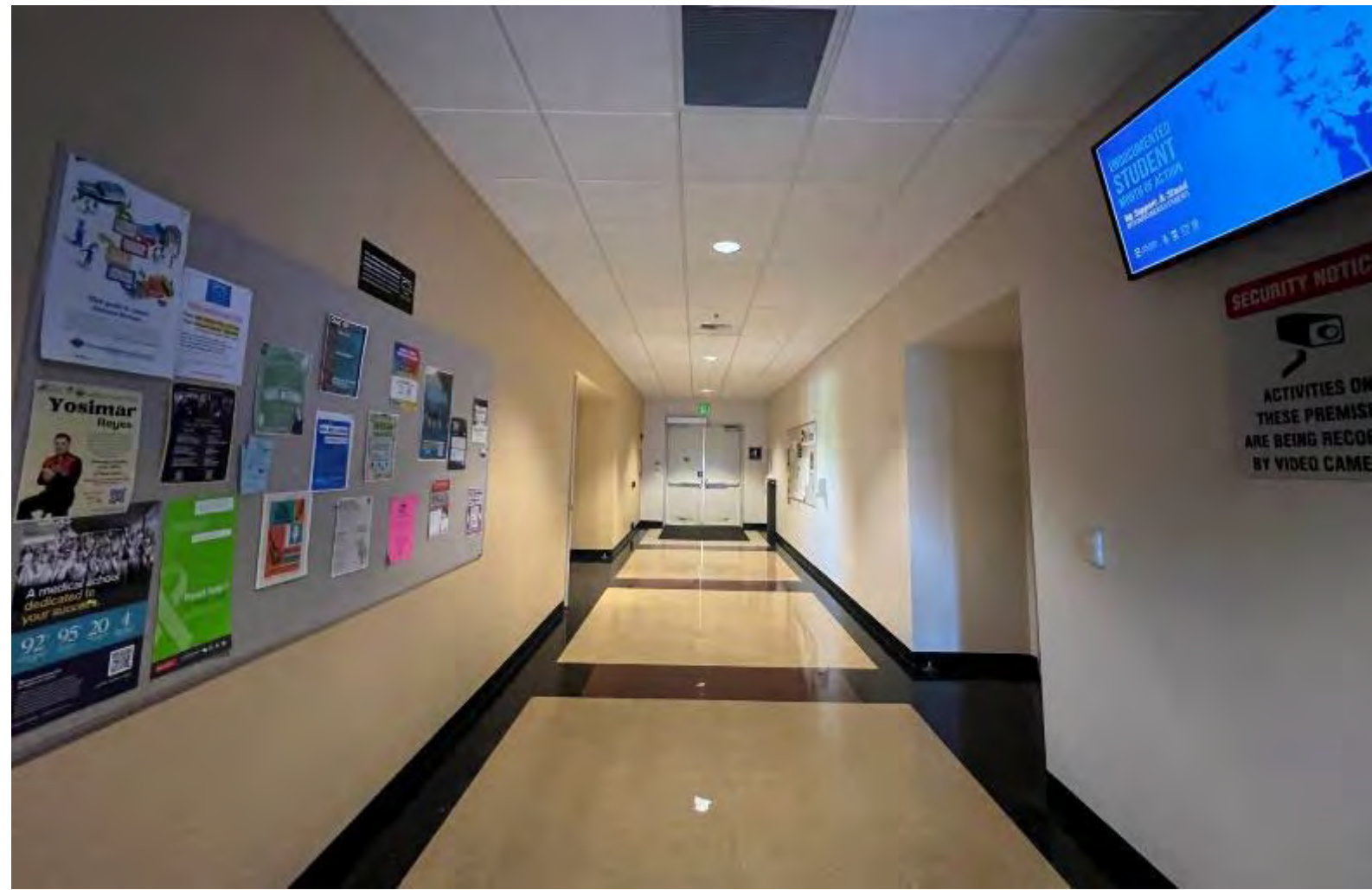
Observation Findings:
El Dorado Center

El Dorado Center (EDC) serves a diverse range of Students and programs and there is ongoing effort to expand courses to increase enrollment. An example of this effort is the partnership with Mountainside Middle College High School (MMCHS). This charter school occupies dedicated space within EDC and operates on a hybrid schedule.

MMCHS classrooms support activity-based learning to foster collaboration and engagement. This contrasts with EDC's standard lecture-style rooms. Many areas of the EDC appear to be underutilized particularly in the Tutoring Center and Computer Lab.

Observation Findings:

Rancho Cordova Center

Rancho Cordova Center (RCC) is also focused on increasing enrollment and course offerings by partnering with the local community. The EMT spaces, part of the Center's Health Hub initiative, are designed to support health education classes. Due to the recent healthcare grant, plans are underway to convert the current Student lounge into a dedicated CNA/EMT lab.

Classrooms support a mix of active learning and lecture style instruction. The Center is designed with predominately classrooms and has very few places to gather and socialize. This contributes to the perception of a lack of energy due to having few Students and Faculty at the Center.

The Center is well maintained and takes advantage of natural light. Pin-up boards throughout the center are well organized .

06. Appendix

Workshop Key Findings

Workshops Overview

Intent + Overview

This section documents the results from workshops conducted with key stakeholder groups at Folsom Lake College by the Applied Research + Consulting team during the Fall semester of 2024. A total of four workshops were held: one with Leadership, and one each for Students, Classified Professionals and Faculty.

These workshops were intended to further engage Leaders, Students, Faculty and Classified Professionals in the discovery process, to better understand their perspective on the current experience at FLC, and to explore what would be valued in the future learning, campus and work experiences.

The following pages reflect a summary of the workshops including key findings and photos from the sessions.

Leadership Workshop

Overview

An in-person workshop was conducted with Executive Leadership on October 2nd with 11 participants (with one participant joining virtually).

This workshop was intended to engage Leadership in the discovery process, understand their perspective on the strategic direction for Folsom Lake College, and to explore future modality levels.

Two exercises were conducted to capture feedback from workshop participants: the ranking of the Foundational Pillars and the Ideal Future Modality levels.

The image on the right highlights the words shared by Leadership workshop participants to describe the ideal future campus experience.

A summary of the feedback from the Leadership workshop is provided in this section of the report.

flexible approachable engaging Student-centered nimble moldable Non-threatening community belonging accessible innovative inspirational

Above is the list of words shared by Leadership to describe the ideal future campus experience.

Leadership Workshop

"The **work experience** and **campus experience** go hand in hand. If our Students come and they don't feel **welcome**, they are going to go somewhere else..."

"There are a lot of **Faculty interested in using AI.** We need to **show Students how to use it responsibly and ethically** ... utilizing it as a tool in our toolbox."

"We need to focus on how to develop **engaging instruction** and enhance **online** instruction as well as **on-ground** instruction.

Leadership Workshop

Exercise 1
Foundational Pillars

Foundational Pillars were developed before the workshop based on interviews with FLC Leaders. The intent of this exercise was for the Executive Team to force-rank the Pillars (from 1 to 8) in order of priority to achieve the ideal future experience.

FLC's Executive team ranked the Foundational Pillar of College Community first as they recognized that a culture of equity, inclusion, empathy and respect were core aspects of their mission and values. Success Rates were ranked second as these represent the ultimate measure of success for the Students who the College strives to educate and support.

The Foundational Pillar of Innovation was ranked third as the leaders realized that innovating in instructional methods, core business processes and other aspects of their organization are critical to effectively supporting the growth in the Student population expected in the coming years and in also being a key member of the local community.

Campus Experience was ranked fourth and represents the importance of creating and evolving an on-ground experience which serves as a magnate for Students, Faculty and Classified Processionals to be present on campus.

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2
Communication	5	1	8
Learning + Development	6	6	5
Flexibility + Balance	7	7	7
Work Experience	8	5	4

Leadership Workshop

Exercise 2
Modalities

This exercise is intended to explore the ideal future modality mix and potential enablers and barriers that would support or inhibit the shift

TEAM ONE:
60% on-ground, 40% online

BARRIERS

- Other colleges + pre-requisites
- Technology divide between Students and Faculty
- Faculty centered schedule vs Student driven schedule
- Some Online classes are less demanding which may not effectively prepare Students for what comes next

ENABLERS:

- Offering scheduling partnerships
- Classes that are complimentary and offered back-to-back in the same room
- Regular and renewable certification for online teaching

TEAM TWO:
50% on-ground, 50% online

BARRIERS

- Some Faculty may struggle evaluating Student learning levels and identifying cheating in the online environment
- Available professional development for online instruction
- K-12 may not be preparing students for online instruction

ENABLERS:

- Mandated professional development for online instruction
- Flexibility to convert some fully on-ground classes to blended online (i.e., lecture portion of Science classes)
- Majority of Career Education programs requires on-ground instruction
- Leverage AI where appropriate as a tool in our toolbox
- Create an enhanced campus experience to encourage more on-ground interaction

Student Workshop

Overview

A workshop was conducted in Falcon's Roost on October 29th with 9 students participating. This workshop was intended to further engage Students in the discovery process and to better understand their perspective of the campus experience at Folsom Lake College.

A collaging exercise was conducted to capture feedback from the Students on what the ideal future campus experience should be for Students at FLC.

The image on the right highlights the words shared by Student participants in the workshop to describe the ideal future Campus experience.

accessible

pretty

community helpful

engaging options

inclusive

useful

Above is the list of words shared by participants to describe the ideal future Campus experience.

Student Workshop

Key Findings

Common themes emerged from Students regarding the current and ideal future learning experience at Folsom Lake College.

Learning Experience

Students shared a preference for classrooms and furniture that support more effective collaboration. They also expressed the desire for more classrooms that better support Students joining online. Students would appreciate more individual study rooms that can be used for more than two hours at a time.

Inclusivity

Students desire a welcoming, inclusive environment for *all* Students but particularly non-traditional Students (e.g. older Students, single parents, etc.). They would also love to see more clubs dedicated to the different hobbies of the Student body (e.g. video games, flower arranging, etc.).

Wellbeing

Students shared a preference for more comfortable lounge furniture on campus, in both study and social spaces. Students expressed an interest in more outdoor activities and learning experiences. Students desire more involvement in campus beautification projects.

Infrastructure

Students commented on the importance of sustainability and how it is supported on Campus. They would appreciate more bike parking, better use of renewable energies and assigned lockers.

Support Services

Students shared frustrations over access to some Student Services. The hours are limited, and they experience scheduling challenges particularly with Counselors, noting it can take months to secure an appointment. Students would also prefer to have assigned Counselors versus Drop-In support from whoever is available. Student interns felt that Falcon Cares should have its own dedicated space because it is awkward for Students requiring food and other basic needs to enter the current space which also serves as a Staff breakroom.

Faculty Interactions

Students discussed their interactions with Faculty and desire more options on where these discussions could take place. They would appreciate both private spaces as well as casual open spaces.

Student Workshops

Collaging Exercise

Students workshop participants were divided into groups and asked to collectively build a collage using a selection of images. The collages served as a process by which Students could ideate, explore and share perspectives regarding the ideal future campus experience.

The following questions were considered:

- *What will help you be successful?*
- *What will inspire you?*
- *Where is the heart of the campus?*
- *What will make it feel like a community?*
- *How will you connect to Faculty?*
- *How will you connect with other Students?*
- *What services/amenities are important to you?*

Students were highly engaged and provided robust and thoughtful feedback. A summary of the feedback and key themes from the Student workshops are provided in this section of the report.

Above are images of Student groups creating collages during the workshops.

"We do have a lot of **Student clubs on campus**, but I don't think **online students** know about them."

"People are here to **support** you. There is always someone behind another person. **Student services and Faculty** do a **great job** of supporting Students. **No one is alone**."

"We have a lot of **walking trails**. I know they exist, but I've **never seen them**. It could be very **renewing for Students** to **go out into nature**."

Classified Professional Workshop

Overview

One workshop was conducted with representatives from Classified Professionals on October 30th with 12 participants.

This workshop was intended to further engage Classified Professionals in the discovery process, to better understand their perspective on the current experience at Folsom Lake College, and to explore what would be valued in the future work experience.

Two exercises were conducted to capture feedback from workshop participants: the Value Framework (Trash, Treasure, Hopes and Fears) and the ranking of the Foundational Pillars.

The image on the right highlights the words shared by Classified Professional workshop participants to describe the ideal future Campus experience.

A summary of the feedback and key themes from the Classified Professionals workshop is provided in this section of the report.
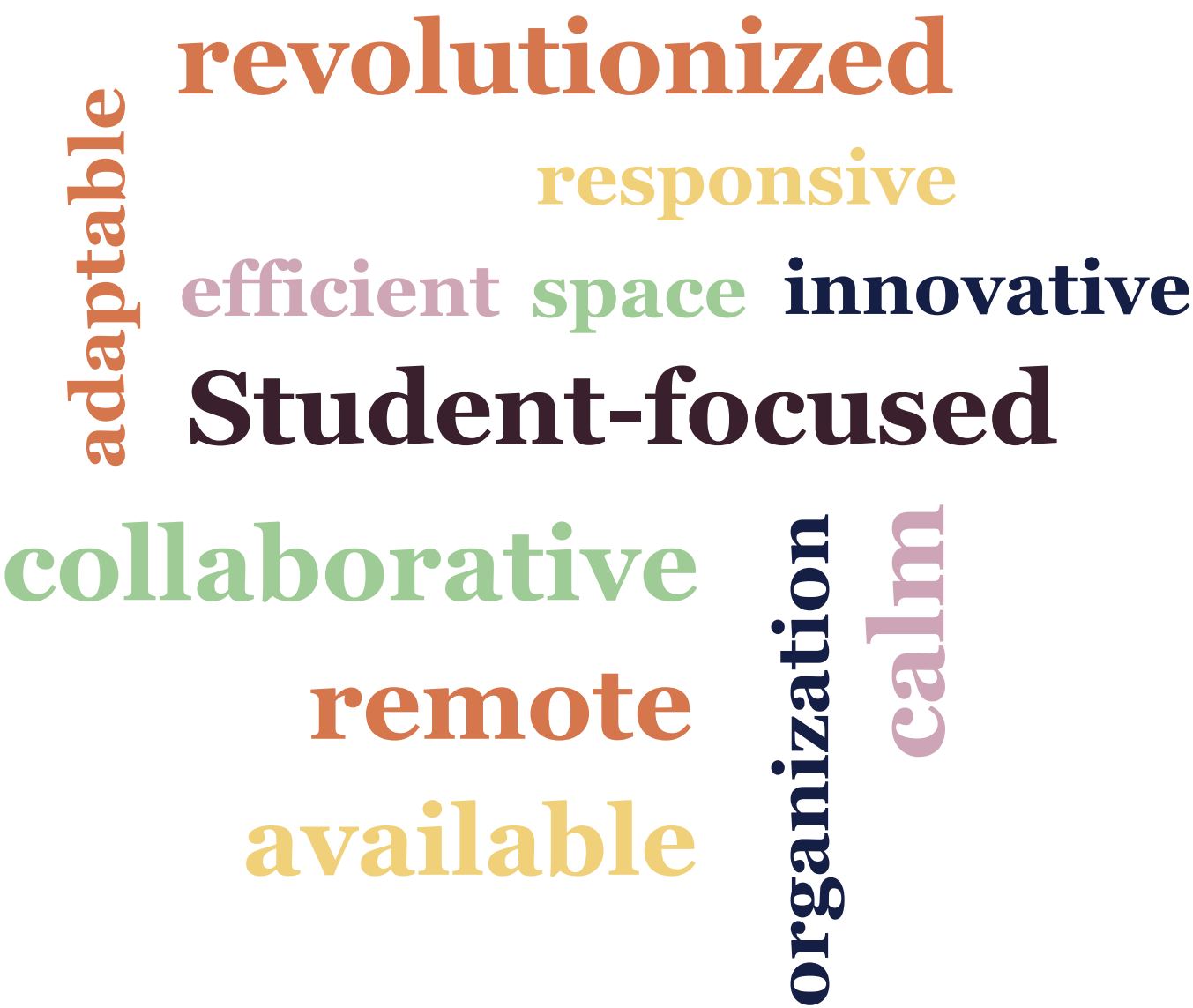
Above is the list of words shared by workshop participants to describe the ideal future Campus experience.

Classified Professionals

Key Findings

Common themes emerged from Classified Professionals regarding their current and ideal future work experience at Folsom Lake College.

Meaningful Connections

Workshop participants value connections with their colleagues and interactions with Students. They expressed a need for spaces and opportunities that foster a sense of community, where departments can work more cohesively and share resources effectively.

Communication + Transparency

Workshop participants desire more transparent communication, particularly from Leadership. They feel decisions are often made without input or sufficient explanation. Staff want more consistency in processes and clearer communication regarding decisions that impact them. Classified Professionals strongly desire to be involved in the decision-making process to foster trust and build alignment.

Silos

Classified Professionals feel that Faculty needs consistently take precedence in decision making, scheduling and process development and implementation. This dynamic can lead to feelings of isolation, the creation of silos and a divide that undermines collaboration and overall organizational cohesion.

Preference for Hybrid

Employees value hybrid work arrangements; however, there are feelings of inequity around consistency and implementation. Employees are hopeful hybrid options will continue to be available, recognizing their positive impact on work-life balance and wellbeing.

Process Improvement

Classified Professionals expressed frustrations with current lack of process uniformity. Staff want more streamlined, consistent processes to promote standardization and improve efficiency.

Repurposing Spaces

Workshop participants shared frustrations with being relocated into a space previously designed for other groups and not being able to make appropriate changes.

Classified Professionals Workshop

Exercise 1
Values Framework

The exercise is intended to capture elements of the work experience at Folsom Lake College that Classified Professionals treasure, want to trash, hope for, and fear in the future.

Value

TREASURES
- Remote Fridays
- Hybrid meeting options
- Collaboration and Student interactions
- Chill/relax space for Students to relax and feel safe (e.g., DSPS, Welcome Center, Innovation Center, Equity Center, and Library)
- Collaboration across departments
- Work relationships
- Flexible space and availability for Students

- Diversity of employees and Students
- Access to daylight and beautiful campus and facilities and spaces
- Co-workers
- Technology
- Flexibility to sometimes do jobs differently

HOPES
- Keep two remote days and three on-ground
- More on-ground classes
- Vibrant college life/culture
- Work environment designed to meet the needs of the group
- Decision makers understand what Employees do prior to allocating space
- Sensory room for disabled Students
- Dedicated DSPS testing space
- Delay in backfilling positions
- Quiet spaces for deep focus
- Increased staffing to meet demand

- More consistent communication from leadership
- Time of service prioritized for permanent status
- Sustainability mindset around programming
- Services more convenient to Students
- Better, more equitable allocation of funds across departments
- Agile, user-friendly room scheduling software
- Community based learning spaces
- Maximizing technology and tools

Have ——————————————— Don't Have

TRASH
- Noisy restrooms next to offices
- Unfinished planning of new programs
- Decisions made by management without consultation of those impacted
- Letting go of supervisors before replacements are hired and trained
- Revolving door of management
- Lack of collaboration with Instructional Faculty
- Phones
- Faculty vs Classified divide

- Old technology
- Silos and disconnection
- IT space
- Repurposing existing spaces without adjusting for new usage and requirements
- Political decisions

FEARS
- Insufficient communication, especially with rapid organizational changes
- Prioritize Faculty convenience over Student needs when scheduling
- Lack of consideration for disadvantaged students' needs when deciding online vs. on-ground courses
- Inadequate training for support workers to adapt to hybrid work models
- Ignore challenges of shared offices, including personal preferences
- Disregard for necessary changes, including

infrastructure improvements and increased resources
- Failure to promptly address safety concerns and building maintenance issues
- Inflexibility and lack of work-life balance, which can lead to burnout and poor morale
- AI replacing jobs
- Inability to accommodate and support Student and Faculty needs
- Decisions made without explanation

Don't Value

Classified Professionals Workshop

Exercise 2
Foundational Pillars

Foundational Pillars were developed before the workshop based on interviews with FLC Leaders. The intent of this exercise was for Classified Professionals to force-rank the Pillars from 1 to 8 (1 being the MOST important and 8 being the LEAST important) to achieve the ideal future experience.

The results of this exercise indicate general alignment between Classified Professionals and FLC's Executive team on two of the top three Foundational Pillars, Success Rates and Innovation.

The Foundational Pillar Communication is ranked higher in priority by Classified Professionals (no 1) than by FLC Executive team (no 5). This appears to reflect a general frustration by Classified Professionals with the amount and clarity of communication at FLC and likely there is also an element related to District based communications.

Campus Experience was rated low by Classified Professionals (no 8) while it was given a moderate ranking by the FLC Executive team (no 4). This seems to be driven by Classified Professionals balancing significant work requirements with limited support for community.

Significant gaps in rankings of Foundational Pillars represent opportunities for further investigation related to the future campus experience.

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2
Communication	5	1	8
Learning + Development	6	6	5
Flexibility + Balance	7	7	7
Work Experience	8	5	4

Classified Professionals

"We are getting more on the same page now. We all **do the same things.** Let's do them **the same way**. We **shouldn't have 16** options for **processes**."

"The culture is one that **Classified doesn't matter;** we just **have to wait until Administration** and **Faculty decide** ."

" We need to have services together to make **department hubs** so you have a larger sense of **community**."

Faculty Workshop

Overview

One workshop was conducted with representatives from Faculty on October 30th with 7 participants.

The intent of this workshop was to further engage Faculty in the discovery process, to better understand their perspective on the current experience at Folsom Lake College and to explore what would be valued in the future.

Three exercises were conducted to capture feedback from Faculty: Identifying Barriers/Enablers to achieve Ideal Instructional Modalities, ranking of Foundational Pillars, and the Values Framework (Trash, Treasure, Hopes and Fears).

The image on the right highlights the words shared by Faculty workshop participants to describe the ideal future Campus experience.

A summary of the feedback and key themes from the Faculty workshops are provided in this section of the report.

fit for purpose

flexible

community

up to date

Student needs-meeting

immersive

joy

Above is the list of words shared by participants to describe the ideal future Campus experience.

Faculty Workshops

Key Findings

Common themes emerged from Faculty regarding their current and ideal future experience at FLC.

Enhancing Technology + Infrastructure

Faculty emphasized the importance of up-to-date tools and expanded access to diverse technologies for seamless learning experiences. There is a mismatch between available resources and class sizes, highlighting the need for more strategic investment in classroom infrastructure.

Faculty Collaboration + Connection

Workshop participants desire to strengthen collaboration and rebuild the sense of community that existed among Faculty pre-pandemic. They support creating spaces for informal interactions, knowledge-sharing, and cross-disciplinary connections, shared workspaces and a professional development hub.

Flexible Scheduling

Faculty highlighted challenges with inefficient scheduling systems, particularly for non-traditional Students, and an outdated room booking system that complicates managing availability and resources.

Privacy + Space Ownership

Workshop participants who work in shared offices expressed frustration with the lack of privacy and ownership they feel over their workspaces. They said it can hinder productivity and create uncomfortable situations for both Students and Faculty.

Student Support

There was enthusiasm around developing more Student-centered spaces on campus where Students can socialize, collaborate, and relax.
Faculty also discussed the need to address in-person Student services representation five days a week.

Strengthening Communication

Workshop participants desire to strengthen communication and collaboration between Faculty, Staff and Administration. Faculty are eager to engage in open dialogue and participate in decision-making processes that affect their workspaces, teaching environments and Student Support Services.

Faculty Workshops

Exercise 1
Barriers/Enablers to achieve Ideal Instructional Modalities

The intent of this exercise was foster a discussion on the optimal blend of time spent on-ground versus online, in the future, for Student success. Participants were also asked to discuss the enablers and barriers to achieve this percentage of time. This activity was done as one large group discussion.

The graph below reflects the percentage of time spent in each modality pre-pandemic, the current state, and future state according to Faculty reflections. The text to the right reflects the enablers and barriers identified by the Faculty to achieving the desired future state.

Modalities	Pre-pandemic	Current State (from FLC)	Exercise Results: Group Discussion
Online	10%	50%	47%
on-ground	90%	50%	53%

Interestingly the results of this exercise differ very little from the modality mix at FLC over the last 4 semesters.

Some of the perceived **Barriers** to these shifts included:

• Student life circumstances

• General resistance from Students and Faculty

• Scheduling capabilities

• "Remote Fridays" – Students can't access amenities and services on Fridays

Some of the perceived **Enablers** to these shifts included:

• Online instruction fatigue

• Providing resources + amenities

• Hands-on experiential learning opportunities

Faculty Workshops

Exercise 2
Foundational Pillars

Foundational Pillars were developed before the workshop based on interviews with FLC Leaders. The intent of this exercise was for Faculty to force-rank the Pillars from 1 to 8 (1 being the MOST important and 8 being the LEAST important) to achieve the ideal future experience.

The results of this exercise indicate general alignment between Faculty and FLC's Executive team on two of the top three Foundational Pillars, College Community and Innovation.

The Foundational Pillar Success Rates is ranked higher in priority by and FLC's Executive team (no 2) than by Faculty (no 6). Faculty ranked Success Rates lower based on the perspective that Success Rates are the natural outcome of doing the other Foundational Pillars well.

Campus Experience was rated higher in importance by Faculty (no 2) than by FLC's Executive team (no 4). While the difference is not significant, Faculty's higher score is related to a desire for Classrooms which can flex, more effective support for Faculty community building and related social amenities.

FOUNDATIONAL PILLARS	FLC Leadership	Classified Professional Workshop	Faculty Workshop
College Community	1	4	1
Success Rates	2	2	6
Innovation	3	3	3
Campus Experience	4	8	2
Communication	5	1	8
Learning + Development	6	6	5
Flexibility + Balance	7	7	7
Work Experience	8	5	4

Faculty Workshops

Exercise 3
Values Framework Exercise

The exercise was intended to capture elements of the learning and work experience at Folsom Lake College that Faculty treasure, want to trash, hope for, and fear in the future.

Value

TREASURES
- Culture (fun, camaraderie)
- Student agency (clubs, etc.)
- Innovation
- Whiteboards
- Place-based instruction/experiences
- Nice people to work with
- Highly diverse, cultural expressions
- Warm hand-offs
- Modern buildings
- Beautiful campus

HOPES
- Larger computer rooms (supports up to 50-60 Students)
- Dedicated space for proctored exams
- Return of 'College Hour'
- "The Joy Agenda" – a public piano, more music on campus, etc.
- Center for Continuous Learning
- More community within disciplines
- Updated technology (Mac friendly)

technology
- Balanced approach to modalities
- Better signage (wayfinding)
- Shaded, outdoor experiences
- Pods for Hybrid classes on-ground
- Time between classes to customize room configuration
- Storage rooms

Have ———————————————— Don't Have

TRASH
- Technology inept classrooms
- Computers that don't work
- Classrooms with single computer monitors
- Blank walls in classrooms
- Shared offices for first years

FEARS
- Faculty centered, their own
- Silos
- Nothing will change
- Loss of unique courses
- Length of planning will impact ability to plan for the future
- Top-down decisions
- Becoming impersonal

- Continued decline in collaboration among Faculty
- Losing sight of who we are
- Majority rules failing to recognize specialties

Don't Value

Faculty

"I feel the **silos** (by discipline) **building up**. We don't have a history of them, but I **feel they are coming up**."

"Let's return to **College Hour** and have special events such as music and lectures that everyone can attend."

"No matter what, you will **always have Faculty who don't want to be here** but for those that are on the fence, **we need a 'pull'**."

06. Appendix

Space Utilization Survey Key Findings

Overview

In Fall 2024, Steelcase's Applied Research + Consulting team conducted **Experience Surveys** for the Folsom Lake College as part of the **Space Utilization Study**. The survey was conducted from September 3rd to 27th, 2024, gathering feedback from Students, Faculty, and Classified Professionals.

The objective of the Experience survey was to understand Students, Faculty, and Classified Professionals perspectives and experiences on-campus, in-classrooms, and online. These groups responded to the surveys as follows:

- **Students**:
    - The invitation was sent to all FLC Students, of which 275 responses were received, representing sufficient responses for the data to be usable

- **Faculty**:
    - 31.2% response rate (102 of 327 Faculty responded)

- **Classified Professionals**:
    - 23.7% response rate (94 of 396 Classified Professionals responded)

Report Overview

This document presents the survey findings, organized into three sections:

- The first section offers a comparison of high-level findings relating to satisfaction, time spent in various locations, and different work modes for the three respondent groups: Students, Faculty, and Classified Professionals.

- The second section consists of three subsections, one for each respondent group, providing an analysis of the key findings and highlighting demographic anomalies within each groups' data.

- The third section, the Appendix, contains detailed survey results for the Classified Professionals' department groups: Administrative Services, Instructional Services, and Student Services + Support Programs and Faculty tenure groups: Tenured, Tenured Track and Adjunct.

Students, Faculty, and Classified Professionals

Satisfaction

Satisfaction levels with the on-campus, in-classroom, and online experience was high overall.

Student satisfaction was consistently high for on-campus, in-classroom and online experiences with the lowest rating being for the online experience.

Similarly, Faculty satisfaction was consistently high for on campus, in-classroom and online experiences with little variation in the overall scores.

Classified Professionals had high scores for no-campus and online experiences, however their score for in-classroom experiencer was only moderately high. This lower score for in-classroom experience is not surprising as Classified Professionals reported spending only 4% of their in-classroom.

Satisfaction with Experience

	On Campus Experience	Classroom Experience	Online Experience
Students	3.57	3.53	3.17
Faculty	3.23	3.18	3.22
Classified Professionals	3.30	2.87	3.52

The scores on the bars above are based on a 1 to 4 scale with 4 being the highest

Students, Faculty, and Classified Professionals

Time in Locations

On Campus

Classified Professionals spent the largest portion of their time on campus (83%) compared with Faculty (57%) and Students (52%).

When on campus, Classified Professionals spent the majority of their time in an assigned office or workstation (84% of campus time), whereas Students and Faculty spent the majority of their time in a classroom (54% and 49% of campus time).

At Home

Students spent the largest proportion of time at home (43%), followed by Faculty (39%). Classified Professionals spent the least amount of time working from home by comparison (16%).

Time Spent in
Different Locations
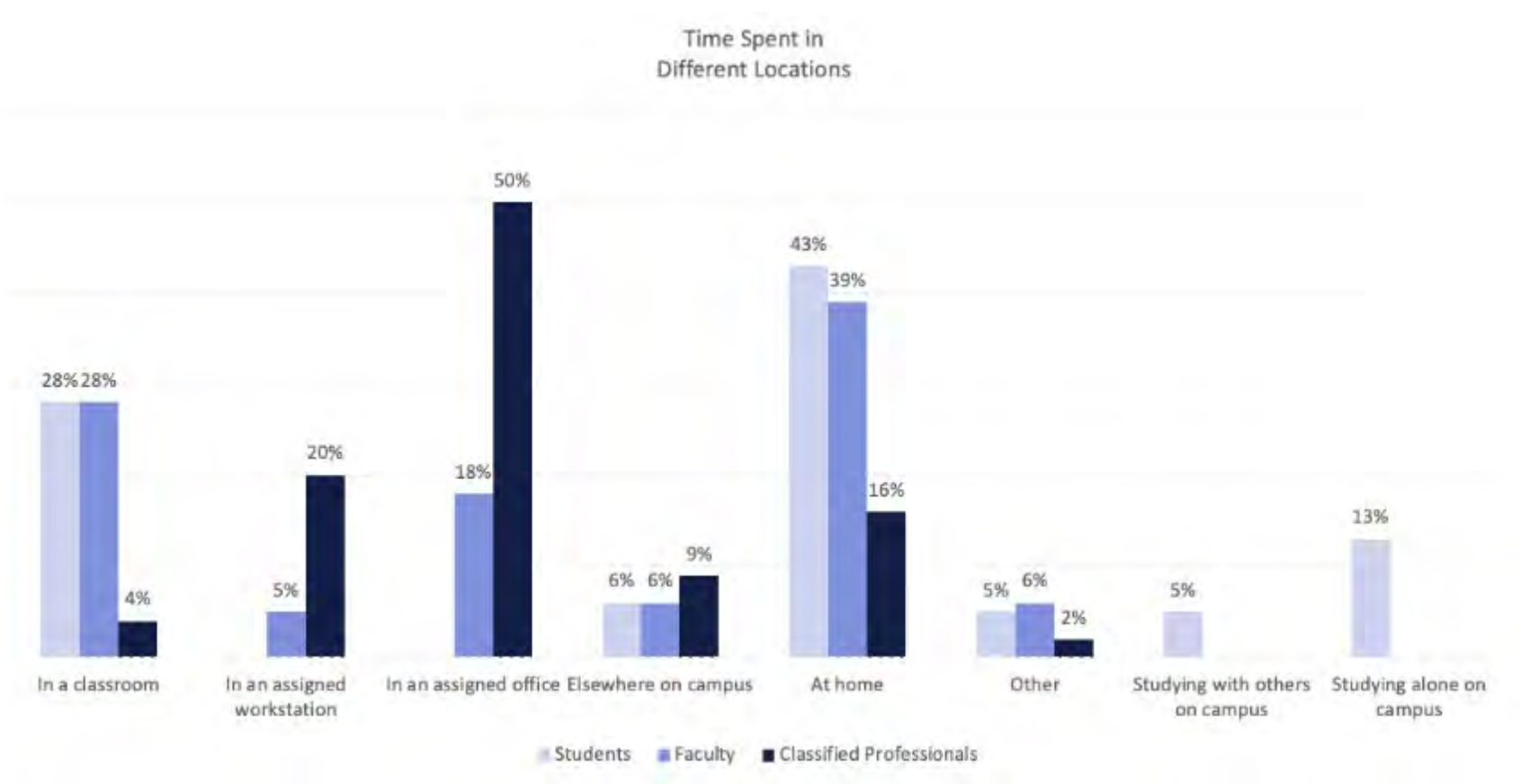
Faculty and Classified Professionals

Work Modes

Faculty
Faculty spent 37% of their time teaching and 34% working alone on routine tasks or doing deep-focused work. Also, 20% of Faculty time is spent in some form of collaboration or socializing.

Classified Professionals
Classified Professionals spent 57% of their time working alone, and 35% collaborating or socializing.

The Work Mode Analysis section provides additional details on Work Modes for Classified Professionals. The data in both studies are aligned.

Time Spent in Work Modes

	Faculty	Classified Professionals
Alone: Routine Tasks	16%	33%
Alone: Deep Focus	18%	24%
Collaborate: Sharing	10%	19%
Collaborate: Creating	6%	11%
Teach	37%	1%
Learn	6%	4%
Rejuvenate	3%	2%
Socialize	4%	5%
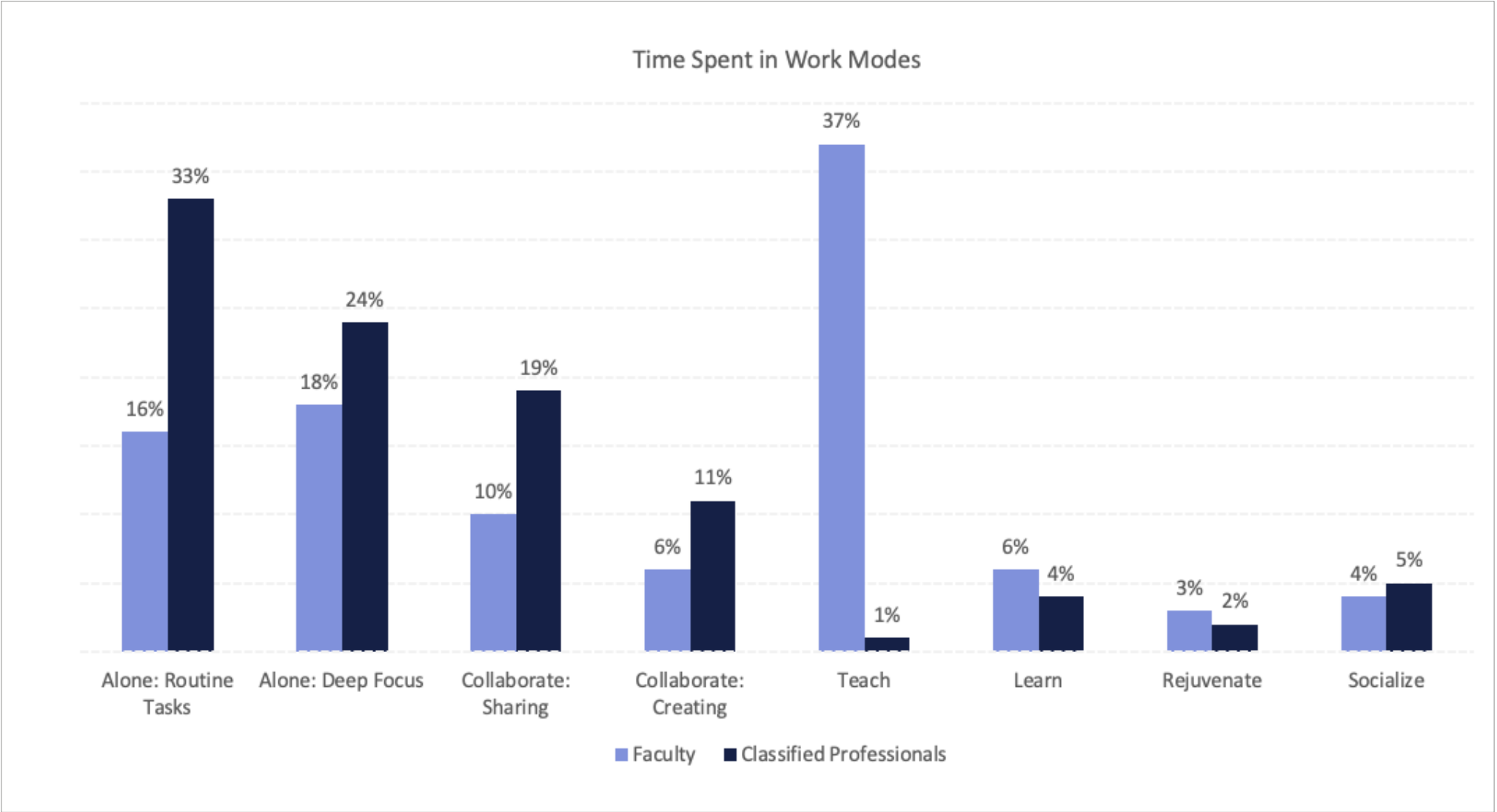
06. Appendix

Space Utilization Survey Key Findings

Students

Students

Key Findings

This page provides select Findings from the Experience Survey conducted for Students.

4 of the top 5 reasons to come to the campus are **fulfill class requirements**, **connect with professors**, the **vibrant learning environment** and to **access tools and technology**

52% of Student time is spent on campus and of this time **54%** is spent **in a classroom,** and **46%** is spent **other places on campus**

69% of respondents **do not "completely agree"** that **classrooms support** a blend of **in person and online learning**

40% of respondents were not "highly satisfied" with the "**on-campus experience," 40%** of respondents were not "highly satisfied with the **"in-classroom experience",** and **58%** were not "highly satisfied" with the **"online experience"**

Students

Overview

This section presents the key findings from the Experience Survey conducted for Students from Folsom Lake College. The survey contained 24 questions focusing on the following areas:

- Campus experience
- Classroom experience
- Online experience
- Tools and technology
- Satisfaction
- Demographics

Survey Respondents

A total of 275 Students participated in the survey. The largest portion of respondents derived from the following demographic groups:

- Currently in their first semester at Los Rios CC (44%)
- 18-20 years old (53%)
- Female (48%)
- White race/ethnicity (51%)
- Not the first in their family to attend college (77%)
- Middle and above income level (50%)

(Continued on next page)

Q2 - What college are you primarily associated with in the Fall of 2024?

- American River College | 0%
- Cosumnes River College | 0%
- Folsom Lake College | 100%
- Sacramento City College | 0%
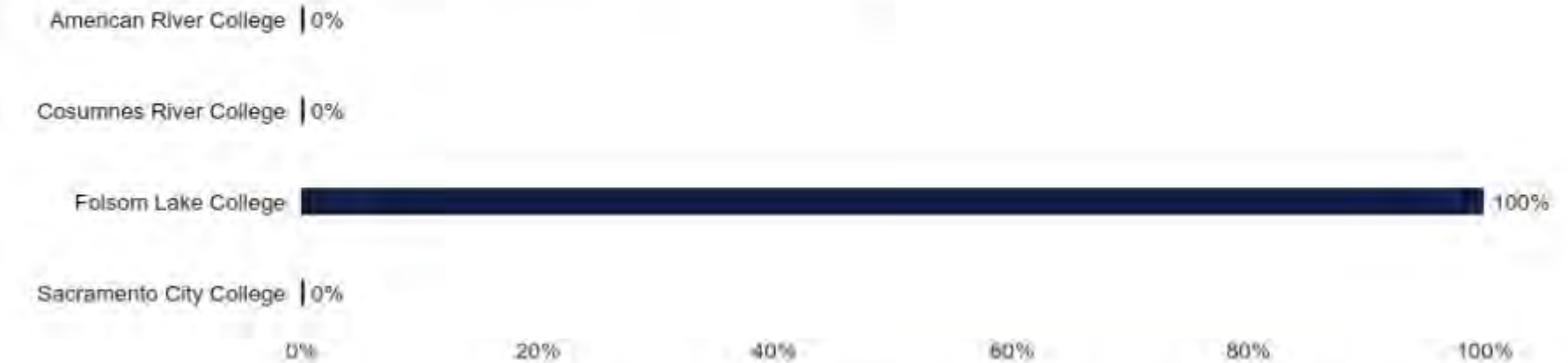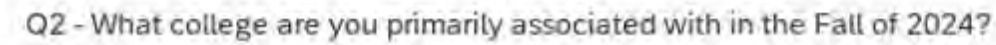
Q3 - Where You Are | Please select all campuses that you will be on in the Fall of 2024.

- ARC - Main Campus | 5%
- ARC - Natomas Center | 0%
- ARC - Sacramento Regional Public Safety ... | 0%
- CRC - Main Campus | 2%
- CRC - Elk Grove Center | 0%
- FLC - Main Campus | 87%
- FLC - El Dorado Center | 15%
- FLC - Rancho Cordova Center | 11%
- SCC - Main Campus | 3%
- SCC - Davis Center | 0%
- SCC - West Sacramento Center | 1%
- I will not be visiting any LRCC campuses | 0%
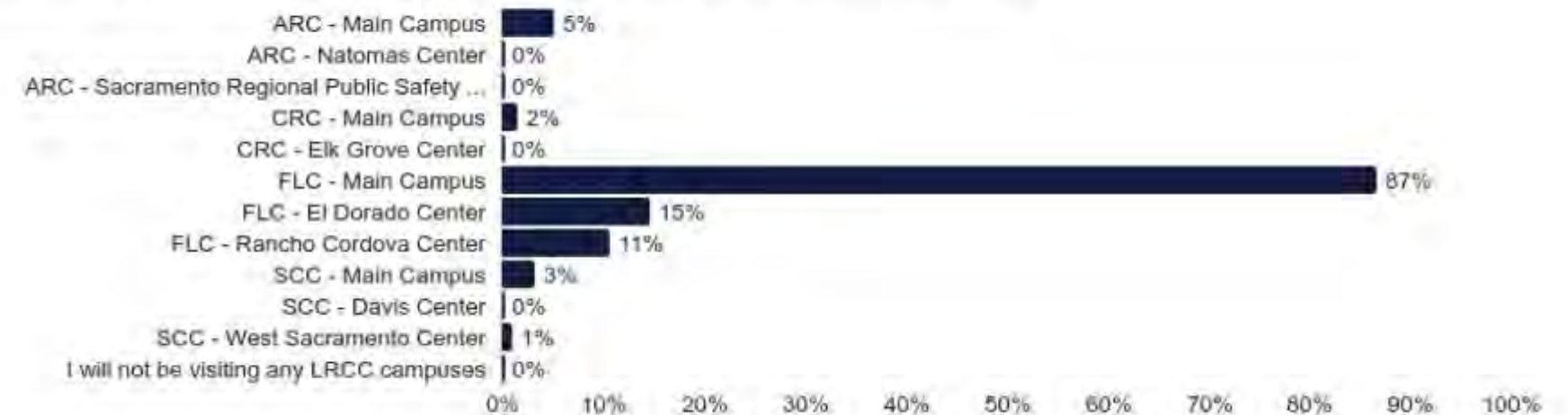
Q19 - Demographics | What is your major?

Students

Analysis and Key Findings

The overall key findings from the survey completed by FLC Students are included on the following pages.

Additionally, demographic groups with significant deviations from average results - defined as a difference of 25% or 25 points or more – have been included under *Demographic Anomalies*. Demographic groups and survey questions with less than 10 respondents have been excluded from this analysis based on individual privacy concerns and the efficacy of this data. The resulting demographic groups excluded from the analysis of the Student survey include: Non-binary, African American, Filipino, Native American, and Pacific Islander.

(Demographic Reporting Continued on Next Page)

Q20 - Demographics | About how long have you been studying at Los Rios CC?

- This is my first semester — 44%
- 2-4 semesters — 36%
- 5+ semesters — 20%

Q21 - Demographics | Age

- 18-20 — 53%
- 21-24 — 9%
- 25-29 — 7%
- 30-39 — 6%
- 40 and over — 13%
- Prefer not to say — 2%
- Under 18 — 10%

Q22 - Demographics | Gender

- Female — 48%
- Male — 42%
- Non-binary — 3%
- Prefer not to say — 7%

☐ Highest response rate/s
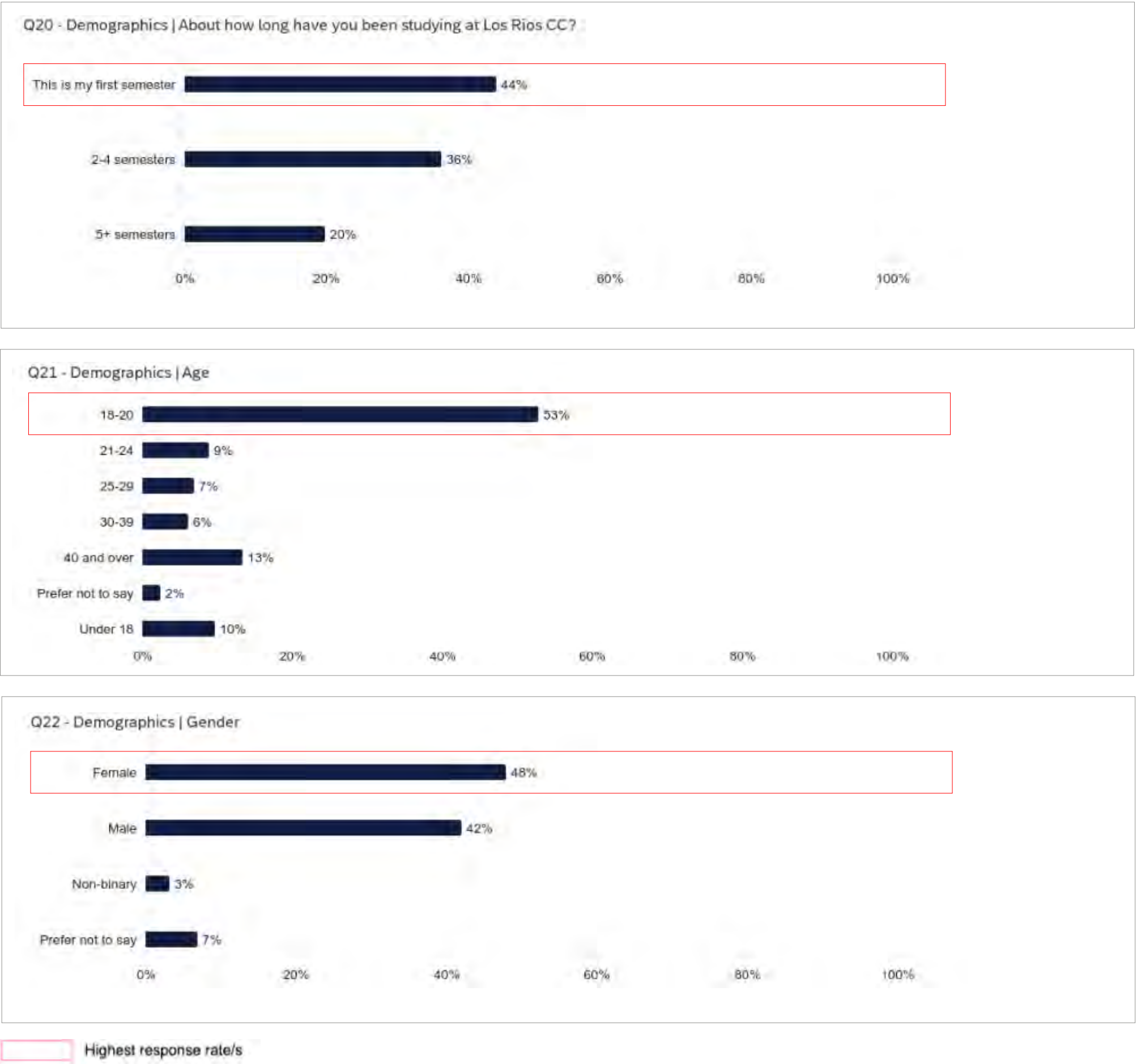
Students

*(Demographic Reporting
Continued from Previous Page)*

Q23 - Demographics | Race / Ethnicity

African American	2%
Asian	13%
Filipino	2%
Hispanic / Latino	15%
Multi Race	5%
Native American	1%
Pacific Islander	0%
White	51%
Prefer not to say	11%
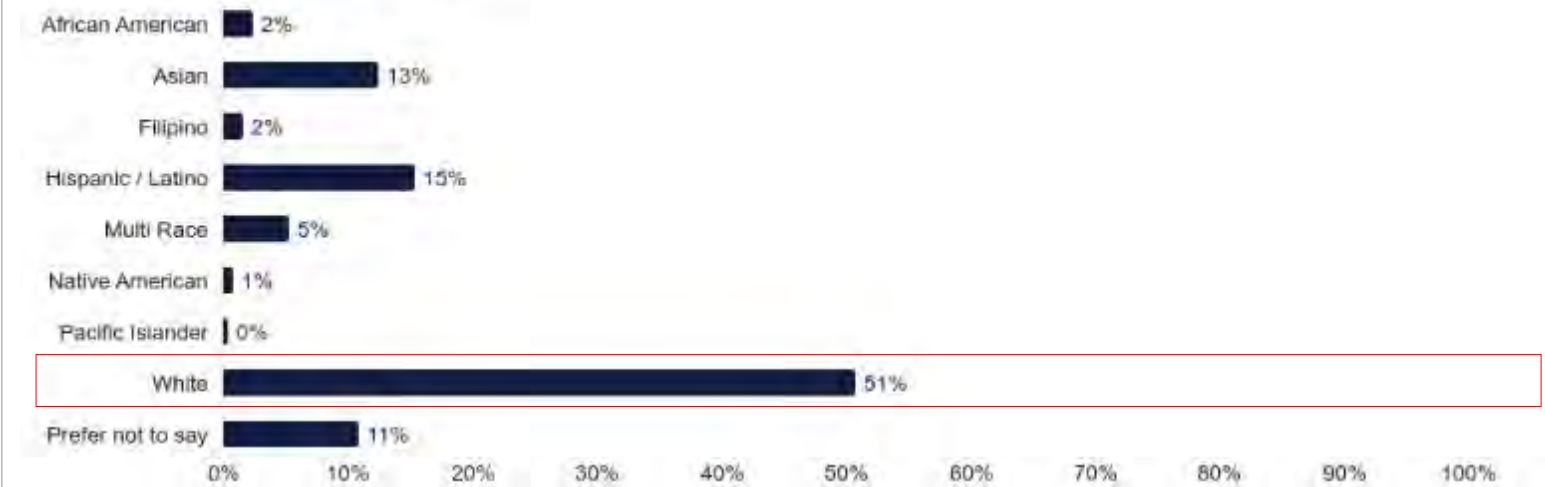
Q24 - Demographics | Are you the first in your family to attend college?

Yes	19%
No	77%
Prefer not to say	4%

Q25 - Demographics | What is your income level?

Below poverty	6%
Low income	23%
Middle and above	50%
Prefer not to say	21%
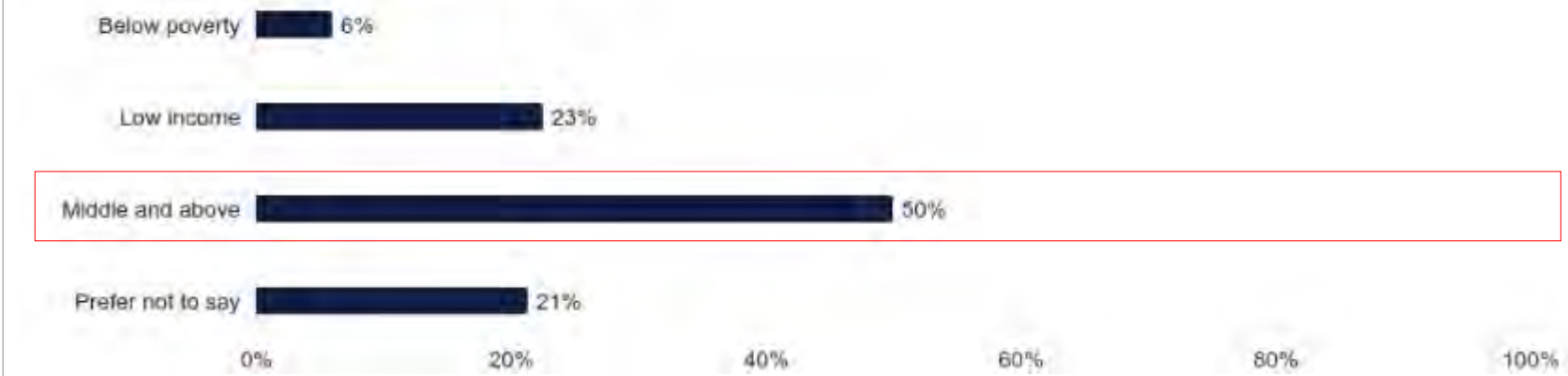
Highest response rate/s

Students

Time in Locations

Overall, Students are spending somewhat similar amounts of time at home (43%) and on campus (52%).

When on campus, Students are spending the majority of their time in classrooms (54% of on campus time).

Demographic Anomalies
Q4:
- *N/A*

Q4 - What percentage of time do you spend in the following locations in a typical week?

* Chart displays the average mean of percentages given for each location
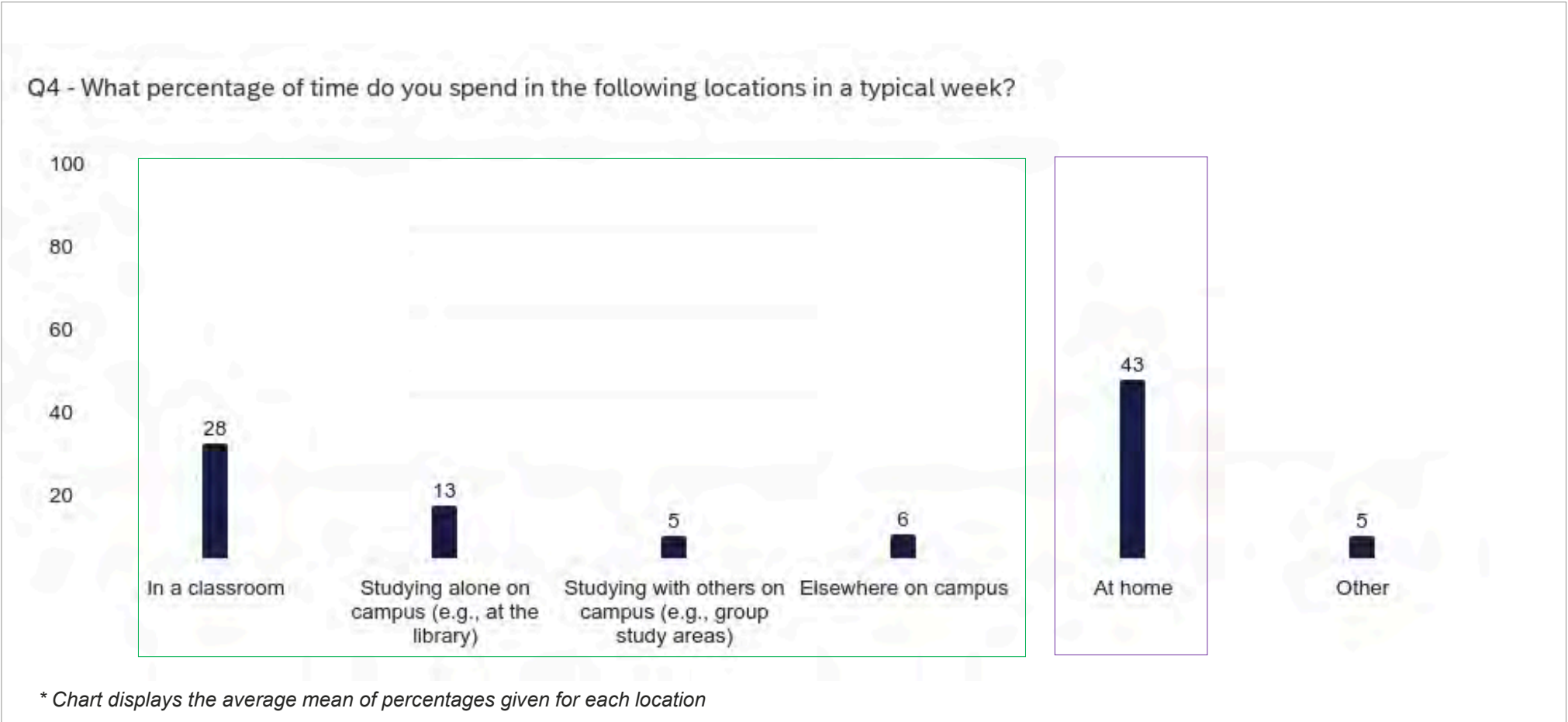
Students

Campus Experience

Students reported they are spending approximately half of their time on campus (52%). Overall, Students rated their on-campus experience highly (3.57 out of 4).

Demographic Anomalies
Q16:
- *Respondents ages 21-24 scored their on-campus experience as 3.27.*

Q16 - Satisfaction | ON CAMPUS experience

3.57

Satisfaction with the ON CAMPUS experience

37%
Somewhat
Satisfied

60%
Highly
Satisfied
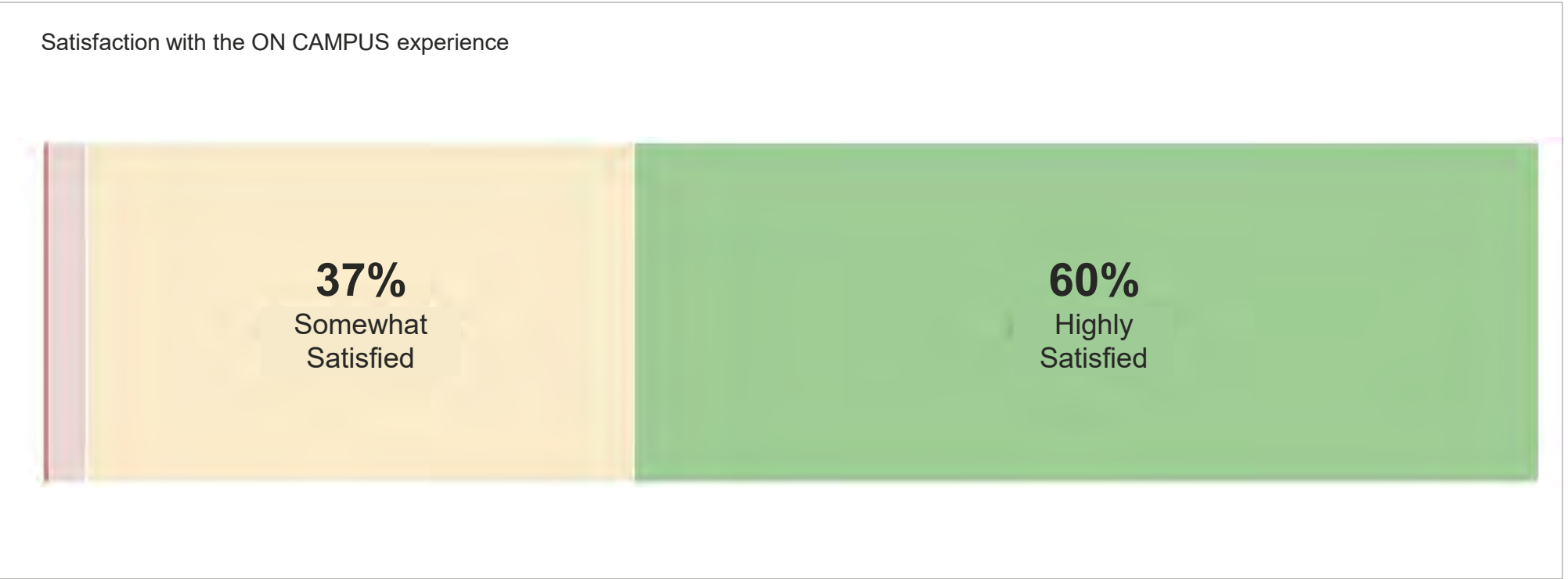
Students

Campus Experience

The primary reason Students come on campus are to fulfill class requirements. This was followed by the need to access tools and technology, and to connect with professors, however, these reasons rank as distant second and third priorities.

Demographic Anomalies
Q5:
- *58% of Multi Race respondents 'completely agree' they come to campus to connect and study with classmates.*

Q5 - Your Campus Experience | Primary reasons for coming to campus

	Completely disagree	Somewhat disagree	Somewhat agree	Completely agree
I need to be on campus as my classes require it	6%	3%	13%	78%
Connect and study with my classmates	11%	13%	44%	32%
Connection to my professors	8%	11%	41%	41%
To be a part of my college community	11%	14%	40%	35%
To be a part of a vibrant and inspiring learning environment	9%	13%	41%	37%
For the availability of tools and technology	11%	13%	35%	42%
To find a quiet place to study	12%	17%	31%	40%
For a place that promotes my individual wellbeing	15%	15%	36%	34%

Highest response rate/s
Lowest response rate/s

Students

Importance of Campus Activities

Students reported that attending classes in-person and accessing resources (i.e., professors, class information) were the most important activities while on campus.

Social/collaborative aspects of the campus experience were reported to be important but to a lesser degree.

Generally, Students were satisfied with the ability to attend classes in-person and access resources. Their level of satisfaction with collaborating and socializing with classmates was lower.

Demographic Anomalies
Q6:
- *N/A*

Q7:
- *48% of respondents ages 21-24 are 'highly satisfied' with their ability to attend classes in-person.*
- *36% of respondents ages 25-29 are 'highly satisfied' with their ability to do individual work.*
- *33% of respondents ages 25-29 are 'highly satisfied' with their ability to access information regarding their classes.*
- *33% of respondents ages 25-29 are 'highly satisfied' with their ability to access Student services.*
- *93% of respondents ages 40 and over are 'highly satisfied' with their ability to meet with professors.*
- *77% of respondents ages 40 and over are 'highly satisfied' with their ability to socialize with their classmates.*
- *33% of respondents below the poverty level are 'highly satisfied' with their ability to do individual work.*
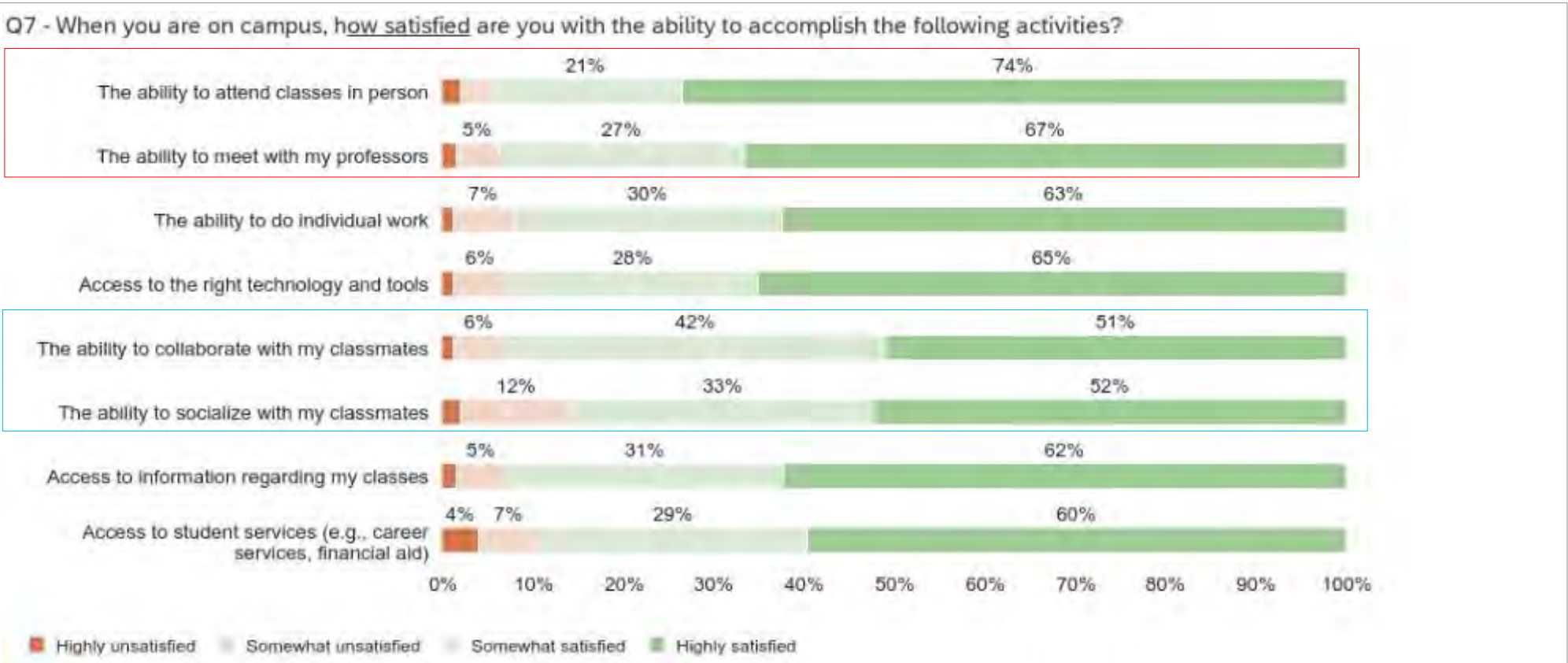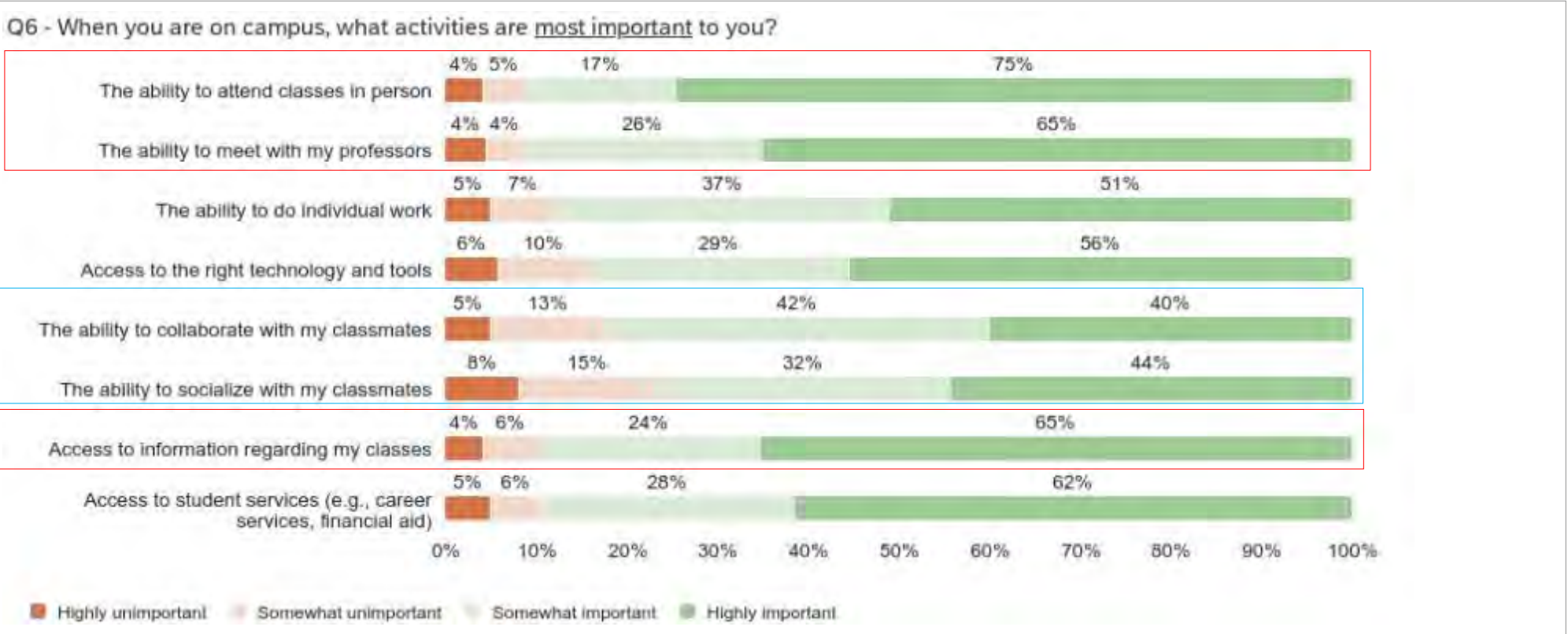
Q6 - When you are on campus, what activities are most important to you?

Q7 - When you are on campus, how satisfied are you with the ability to accomplish the following activities?

Students

Classroom Experience

When on campus, Students are spending the majority of their time in classrooms (54% of on campus time). Students rated their in-classroom experience as high overall (3.53 out of 4).

Demographic Anomalies
Q17:
• *N/A*

Q17 - Satisfaction | IN CLASSROOM experience

3.53

Satisfaction with the IN CLASSROOM experience

34%
Somewhat
Satisfied

60%
Highly
Satisfied

Students

Classroom Experience

Students reported that almost three quarters of classes are a combination of in-person and online (72%). Yet less than a third of Students (31%) completely agreed that their classrooms supported a blend of in-person and online participation.

Demographic Anomalies
Q8:
* *N/A*

Q10:
* *58% of Multi Race respondents 'completely agree' their physical classroom supports a blend of in-person and online participants at the same time.*

Q8 - Your Classroom Experience | Are your classes:

All in person?	21%
Mostly in person?	20%
A combination of in person and online?	40%
Mostly online?	12%
All online?	8%

Q10 - Your Classroom Experience | The physical classrooms support a blend of in-person and online participants at the same time.

Completely disagree	13%
Somewhat disagree	16%
Somewhat agree	39%
Completely agree	31%

Highest response rate/s
Lowest response rate/s
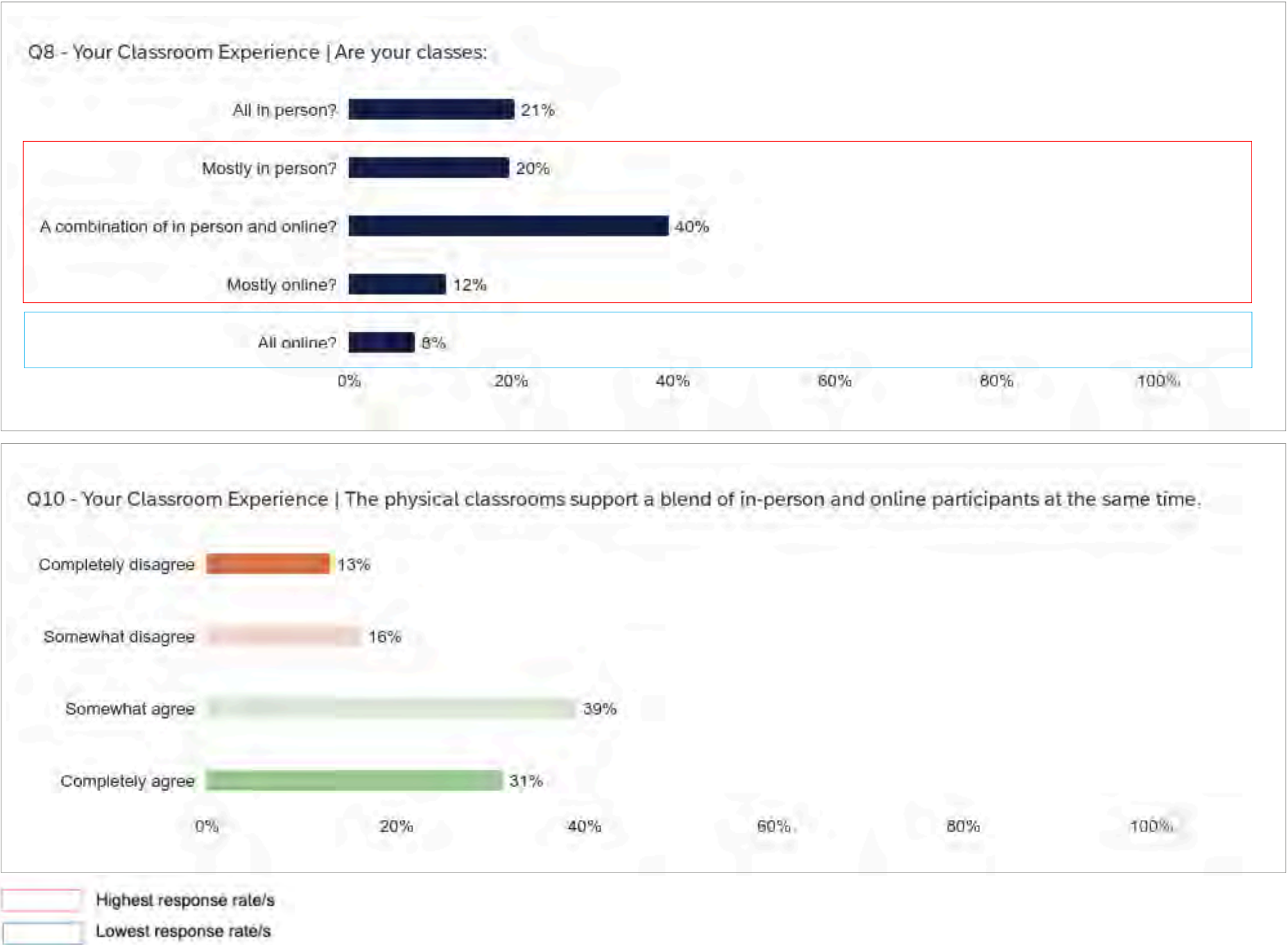
Students

Classroom Experience

Only about half of Student respondents (51%) strongly agreed that their physical classrooms provide a **vibrant learning environment.**

Approximately 60% of Student respondents fully agreed that their classrooms met their **physical learning needs**.

While the ability to hear and see content scored relatively high, overall classroom experience scores were moderate. Obvious areas for potential improvement include a place for personal belongings, power for mobile devises, the ability to cocreate and access to daylight.

Demographic Anomalies
Q9:
- *87% of respondents under the age of 18 'completely agree' their classrooms accommodate their physical learning needs.*
- *13% of respondents below the poverty level 'completely agree' their classrooms provides a vibrant learning environment.*
- *31% of respondents below the poverty level 'completely agree' their classrooms accommodate their physical learning needs.*

Q11:
- *N/A*

Q9 - Your Classroom Experience | To what extent do you agree or disagree with the following regarding your physical classroom experience?

Q11 - Your Classroom Experience | To what extent do the physical classroom environments support the following?

Students

Online Experience

Students rated their online experience as high overall (3.17 out of 4). However, this experience scored lower than Students on-campus and in-classroom experiences.

While most Students felt they could access their professors and had the tools and technology they needed, less than half of Students reported they were engaged in their online classes. This finding is significant and warrants further exploration. Students access to their classmates also scored low within their online experience.

Demographic Anomalies
Q18:
- *Respondents ages 21-24 scored their online experience as 2.89.*
- *Respondents ages 30-39 scored their online experience as 3.71.*
- *Respondents ages 40 and over scored their online experience as 3.59.*

Q12:
- *33% of respondents ages 21-24 reported they have access to their professor as needed.*
- *88% of respondents ages 25-29 reported they felt included in their class.*
- *72% of respondents ages 40 and over reported they were engaged in their online classes.*
- *89% of respondents ages 40 and over reported they have access to their professor as needed.*

Q18 - Satisfaction | ONLINE experience

3.17

Satisfaction with the ONLINE experience

| 16% Somewhat Dissatisfied | 37% Somewhat Satisfied | 42% Highly Satisfied |
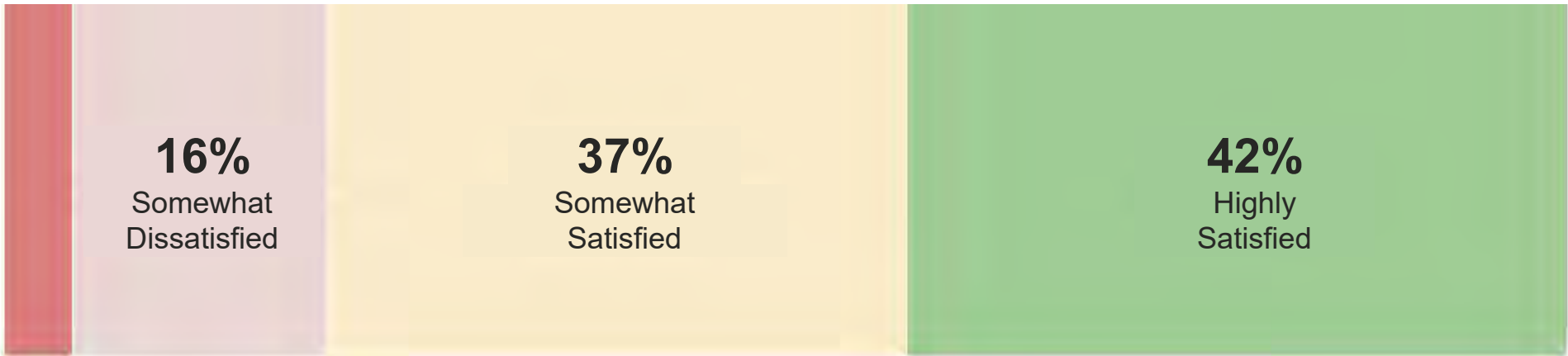
Q12 - Your Online Experience

I have access to the tools + tech	4%	31%	62%
I am engaged in my online classes	6% 14%	36%	45%
I am included in my class	3% 10%	31%	55%
I have ccess to my professor as needed	6%	27%	64%
I have access to my classmates as needed	7% 16%	32%	45%

Completely disagree   Somewhat disagree   Somewhat agree   Completely agree
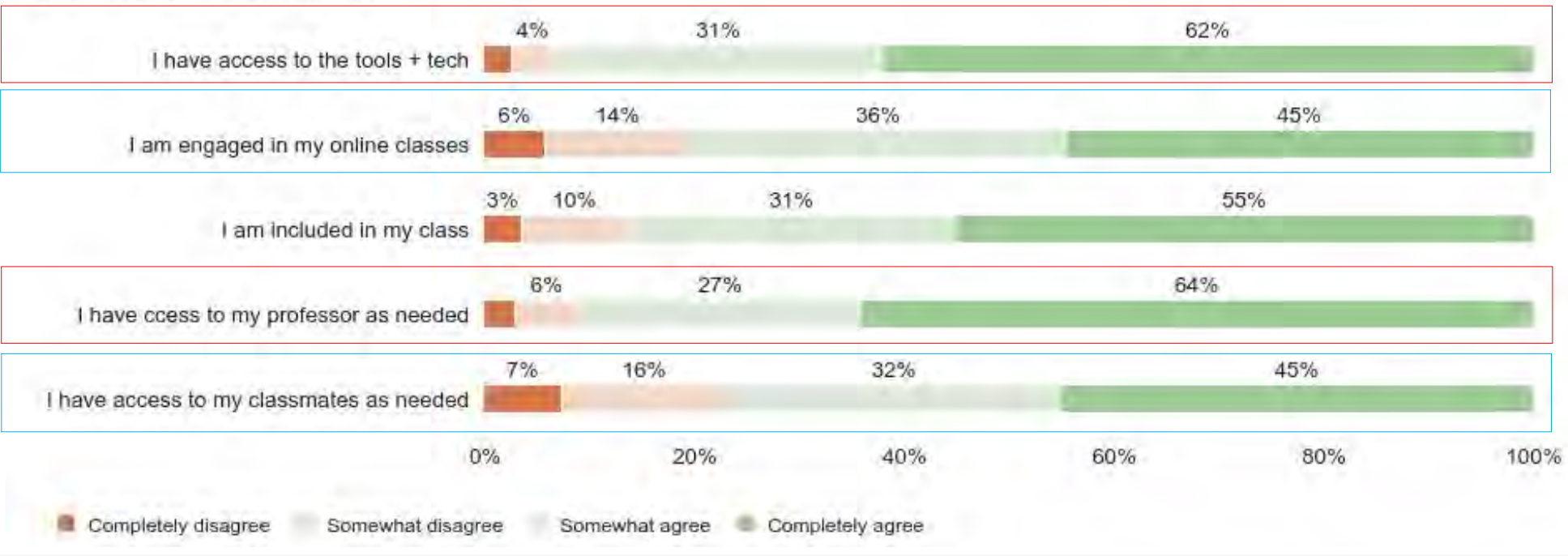
Highest response rate/s

Lowest response rate/s

Students

Tools + Technology

Students reported the Wi-Fi network and technology that enables access and sharing of information were the most important technology elements. These elements were also found to have the highest levels of satisfaction.

Multiple monitors were deemed to be the technology element of least importance. Students also reported low satisfaction with the 'multiple monitors,' as well as with 'software collaboration tools' and 'flexible furniture.'

Demographic Anomalies
Q13:
- *79% of respondents ages 30-39 reported flexible furniture was a 'highly important' technology element.*

Q14:
- *83% of respondents ages 30-39 are 'highly satisfied' with multiple monitors.*

Q13 - Tools + Technology | What technology elements are most important?

	Highly unimportant	Somewhat unimportant	Somewhat important	Highly important
Wi-Fi network			7%	90%
Multiple monitors	19%	34%	26%	21%
Software collaboration tools (digital whiteboards, polling, brainstorming, etc.)	6%	22%	38%	34%
Whiteboard / blackboard / flip charts	9%	23%	33%	35%
Spaces with integrated technology designed for hybrid collaboration	7%	14%	34%	45%
Technology that enables me to access and share information (Canvas, Zoom, …		21%		75%
Flexible furniture	5%	11%	37%	47%

Q14 - Tools + Technology | How satisfied are your with the following tools and technology?

	Highly dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Highly satisfied
Wi-Fi network	3%	8%	24%	65%
Multiple monitors	7%	15%	35%	43%
Software collaboration tools (digital whiteboards, polling, brainstorming, etc.)		12%	48%	38%
Whiteboard / blackboard / flip charts	3%	4%	41%	51%
Spaces with integrated technology designed for hybrid collaboration		10%	38%	49%
Technology that enables me to access and share information (Canvas, Zoom, …		7%	30%	61%
Flexible Furniture	9%	11%	35%	44%
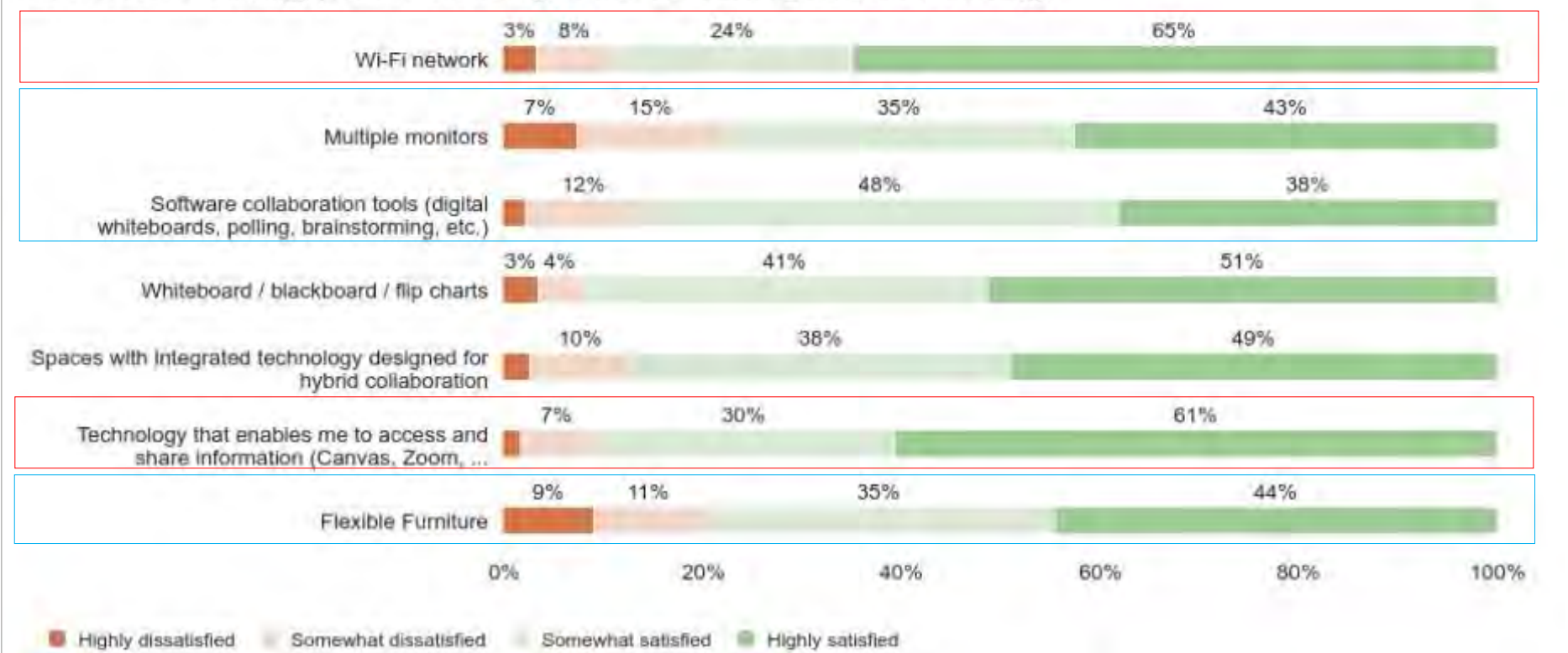
Highest response rate/s
Lowest response rate/s

Students

Tools + Technology

Slightly more than half of Student respondents (53%) reported that tools and technology were completely accessible to all.

Demographic Anomalies
Q15:
- *N/A*

Q15 - To what extent are tools and technology equally accessible to everyone?

Not at all	2%
Somewhat	45%
Completely	53%

☐ Highest response rate/s
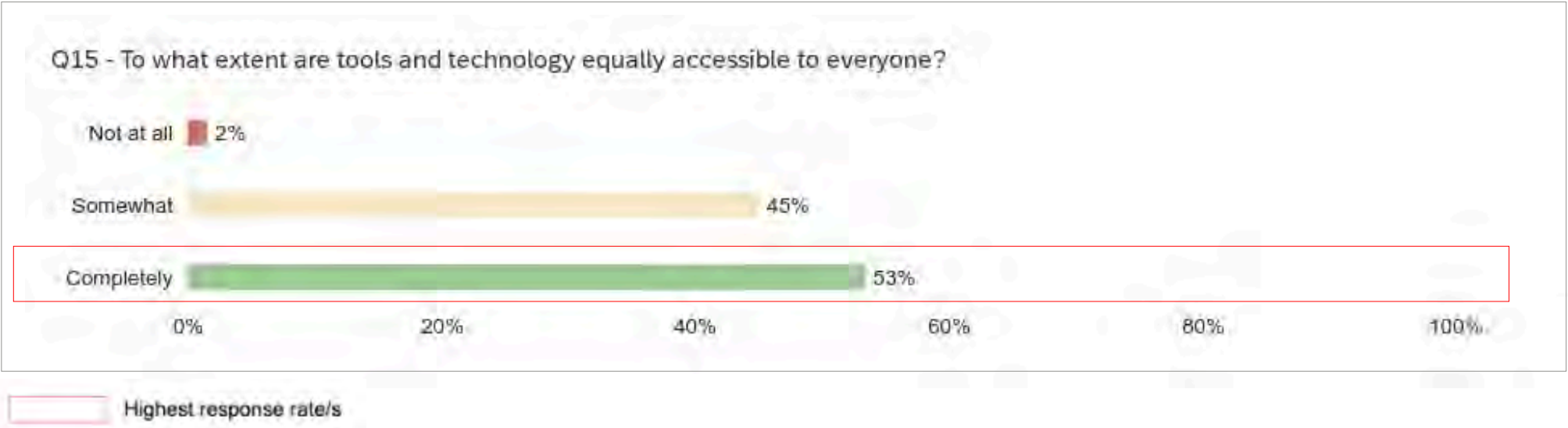
06. Appendix

Space Utilization Survey Key Findings

Faculty

Faculty

Key Findings

This page provides select findings from the Experience Survey conducted for Faculty.

4

of the top 5 primary reasons to come to campus are **connection with and visibility to Students**, **being part of a community** and the **vibrant and inspiring environment**

34%

of Faculty time is spent working **Alone**, either on **Routine Tasks** or **Deep Focus**

94%

of respondents **do not "completely agree"** that **classrooms support** a blend of **in person and online learning**

23%

of Faculty time is spent on campus in an **assigned workspace,** and an additional **28%** of their time is spent **in a classroom**

23%

of Faculty time is spent **Teaching**

59%

of respondents were not "highly satisfied" with the **"on-campus experience"**, **62%** were not "highly satisfied" with **"in-classroom experience"**, and **56%** were not "highly satisfied" with the **"online experience"**

Faculty

Overview

This section contains an overview of key findings from the Experience Survey conducted for Faculty at Folsom Lake College. The survey contained 27 questions focusing on the following areas:

- Campus, classroom, online, and workplace experience
- Work from home experience
- Primary workspace
- Work modes
- Tools and technology
- Satisfaction
- Demographics

Survey Respondents

A total of 102 Faculty participated in the survey (31.2% response rate). Respondents primarily derived from 2 department groups and more than 13 areas of work. The largest portions of respondents included:

Department Group
- 76% of respondents from Instructional Services
- 18% of respondents from Student Services & Support Programs

Area of Work
- 20% Instructional
- 18% Science, Math & Engineering
- 10% Arts, Media & Entertainment

(Continued on next page)

Q2 - What college are you primarily associated with in the Fall of 2024?

College	%
American River College	0%
Cosumnes River College	0%
Folsom Lake College	100%
Sacramento City College	0%

Q1 - Which of the following best describes your role on campus?

Role	%
Tenured Faculty	52%
Full-time Classified Professional	0%
Manager / Supervisor	0%
Part-time Classified Professional	0%
Tenure-track Faculty	6%
Adjunct Faculty	41%
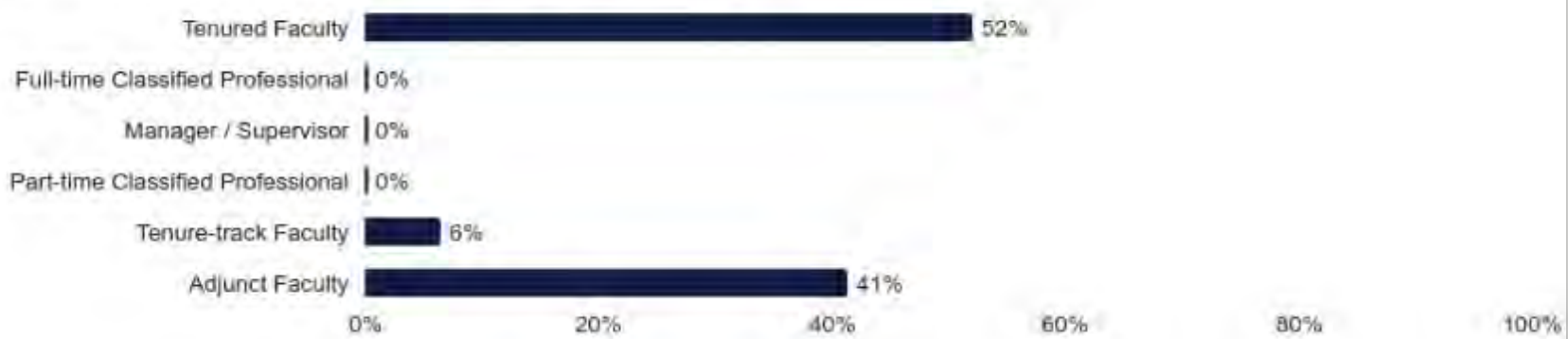
Q23 - Demographics | Department Grouping (by Area of Work)

Department	%
Administrative Services	0%
Instructional Services	76%
Student Services & Support Programs	18%
Other	5%

Faculty

Survey Respondents *(Continued)*

Q3 - Where You Are | Select all campuses that you work at in the Fall of 2023.

Campus	%
ARC - Main Campus	1%
ARC - Natomas Center	0%
ARC - Sacramento Regional Public Safety ...	0%
FLC - Main Campus	66%
CRC - Main Campus	1%
CRC - Elk Grove Center	0%
FLC - El Dorado Center	16%
FLC - Rancho Cordova Center	13%
SCC - Main Campus	3%
SCC - Davis Center	0%
SCC - West Sacramento Center	0%

Q22 - Demographics | Area of Work

Area	%
Administrative Office (Executive Suite)	0%
Instructional	20%
Student Services and Support Programs	5%
Business Services Office	0%
Campus Operations	0%
Child Development Center	0%
Health Services	0%
IT and Media Services	0%
President's Office	0%
Printing Services / Mail	0%
Academic Support Services	1%
Admissions & Records	0%
Basic Needs Services	0%
Student Support Programs (e.g., Ctr for ...	1%
Counseling (e.g., EOPS, DSPS, etc.)	4%
Financial Aid	0%
Institutional Effectiveness, Research and ...	0%
Library Services	7%
Transfer, Internship and Career Center	0%
Agriculture, Food & Natural Resources	1%
Arts, Media & Entertainment	10%
Automotive, Construction, Design & Technology	0%
Business & Computer Science	8%
English & Language Studies	6%
Health & Human Services	5%
Science, Math & Engineering	18%
Social & Behavioral Sciences	9%
Other	5%

☐ Highest response rate/s

Faculty

Survey Respondents *(Continued)*

The largest portion of respondents came from the following demographic groups:

- 6-10 years and 11-20 years of tenure (65% combined)
- 40 years old and over (84%)
- Female (59%)
- White race/ethnicity (54%)

Analysis and Key Findings

The overall key findings from the survey completed by FLC Faculty are included on the following pages.
Additionally, demographic groups with significant deviations from average results - defined as a difference of 25% or 25 points or more – have been included under *Demographic Anomalies*. Demographic groups and survey questions with less than 10 respondents have been excluded from this analysis based on individual privacy concerns and the efficacy of this data. The demographic groups excluded from the analysis of the Faculty survey include: less than 2 years of tenure, 2-5 years of tenure, age 18-20, age 21-24, age 25-29, age 30-39, African American, Asian, Filipino, Hispanic/Latino, Multi Race, Native American, Pacific Islander, and Non-binary.

Q24 - Demographics | Tenure at Los Rios CC

Tenure	Percentage
Less than 2 years	6%
2-5 years	9%
6-10 years	33%
11-20 years	32%
More than 20 years	21%

Q25 - Demographics | Age

Age	Percentage
18-20	0%
21-24	1%
25-29	0%
30-39	7%
40 and over	84%
Prefer not to say	8%

Q27 - Demographics | Race / ethnicity

Race / ethnicity	Percentage
African American	4%
Asian	9%
Filipino	0%
Hispanic / Latino	5%
Multi Race	9%
Native American	1%
Pacific Islander	1%
White	54%
Prefer not to say	16%

Highest response rate/s

Q26 - Demographics | Gender

Gender	Percentage
Female	59%
Male	31%
Non-binary	1%
Prefer not to say	9%

Faculty

Time in Locations

Faculty respondents indicated they spend more time on campus (57%) then at home (39%) in a typical week.

When on campus, Faculty respondents spent 49% of their time in a classroom and 32% in an assigned office.

Demographic Anomalies
Q4:
* *N/A*

Q4 - Where You Are | What percentage of time do you spend in the following locations in a typical week?
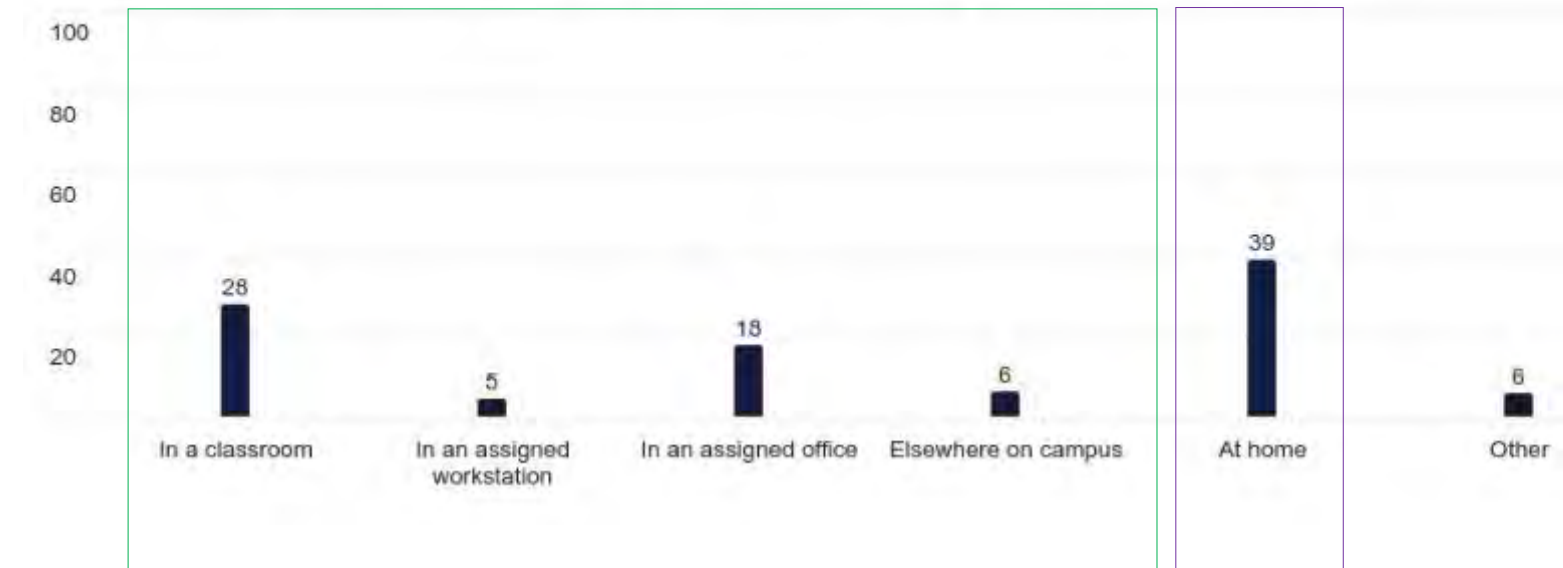
* Chart displays the average mean of percentages given for each location

Faculty

Campus Experience

Faculty respondents indicated they spend 57% of their time on campus. Overall, Faculty scored their on-campus experience as high (3.23 out of 4).

Demographic Anomalies
Q19:
- *N/A*

Q19 - Satisfaction: ON CAMPUS experience

3.23

Satisfaction with the ON CAMPUS experience

44%
Somewhat
Satisfied

41%
Highly
Satisfied
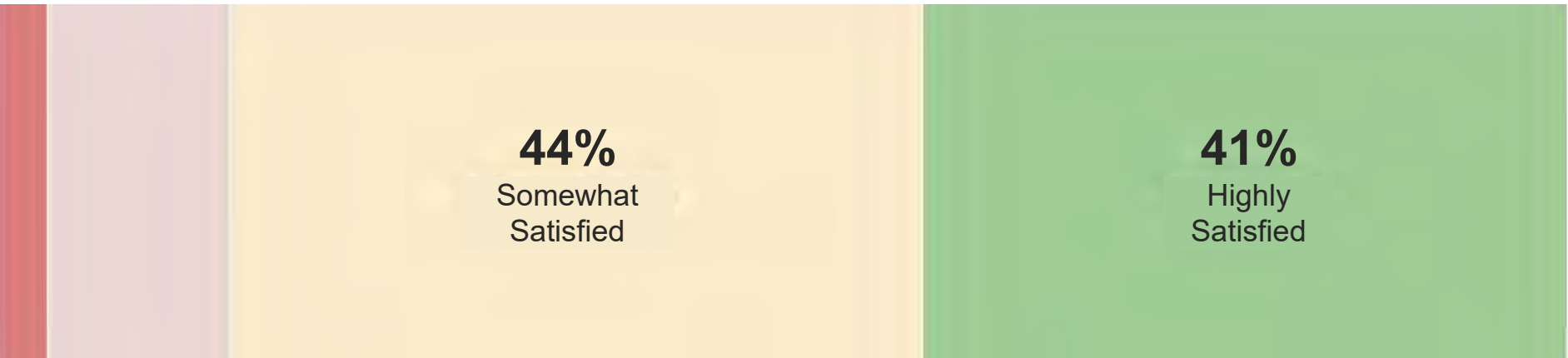
Faculty

Campus Experience

The primary drivers for Faculty to come on campus are it is a requirement of their job, and connection and visibility to Students. Also, of notable importance are to be part of a community and the vibrant and inspiring environment.

Wellbeing (ergonomics), productivity (quiet work environment), and access to paper and files, scored lowest as reasons for coming on campus.

Demographic Anomalies
Q5:
- *N/A*

Q5 - Your Campus Experience | Primary reasons for coming to campus

Reason	Completely disagree	Somewhat disagree	Somewhat agree	Completely agree
My job requires it	8%	5%	12%	75%
Connect + collaborate peers	5%	7%	43%	45%
Connection to leadership	16%	15%	43%	26%
Connection to students	3%	3%	16%	77%
Visibility to leadership	22%	22%	33%	22%
Visibility to students	6%		22%	70%
To be a part of community	6%	8%	28%	58%
Vibrant + inspiring environment	12%	8%	28%	53%
Availability of tools + technology	18%	20%	29%	32%
Ergonomic work environment	38%	23%	21%	18%
Access to paper and files	30%	22%	33%	15%
A quiet work environment	36%	23%	27%	14%
Promotes my wellbeing	23%	24%	37%	17%

Highest response rate/s
Lowest response rate/s

Faculty

Classroom Experience

When on campus, Faculty respondents spent 49% of their time in a classroom. Faculty rated their in-classroom experience as high (3.18 out of 4).

Demographic Anomalies
Q20:
- *N/A*

Q20 - Satisfaction: IN CLASSROOM experience

3.18

Satisfaction with the IN CLASSROOM experience

48%
Somewhat
Satisfied

38%
Highly
Satisfied
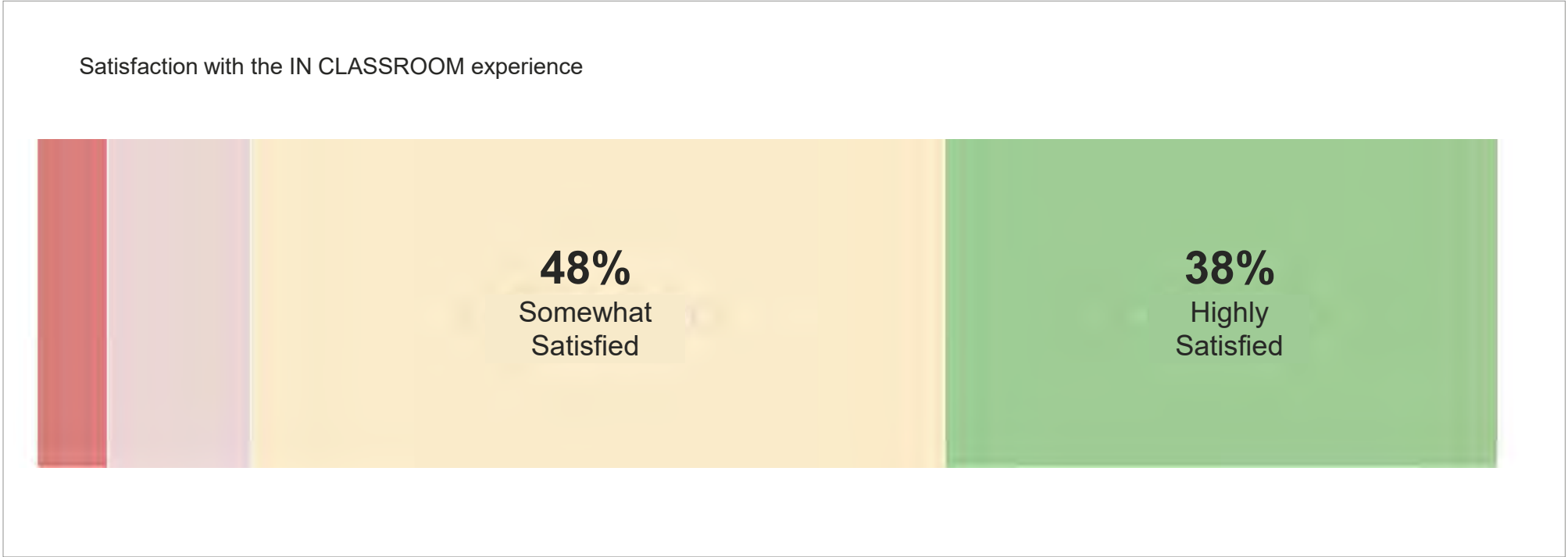
Faculty

Classroom Experience

The majority of classes are a combination of in-person and online (61%), followed by all in-person (25%). However, more than half of Faculty respondents (56%) 'completely disagree' that their classrooms support a blend of in-person and online participation.

Demographic Anomalies

Q6:
- *N/A*

Q8:
- *N/A*

Q6 - Your Classroom Experience | Are your classes:

- All in person? — 25%
- Mostly in person? — 8%
- A combination of in person and online? — 41%
- Mostly online? — 12%
- All online? — 13%

Q8 - Your Classroom Experience | The physical classrooms support a blend of in-person and online participants at the same time.

- Completely disagree — 56%
- Somewhat disagree — 21%
- Somewhat agree — 17%
- Completely agree — 6%
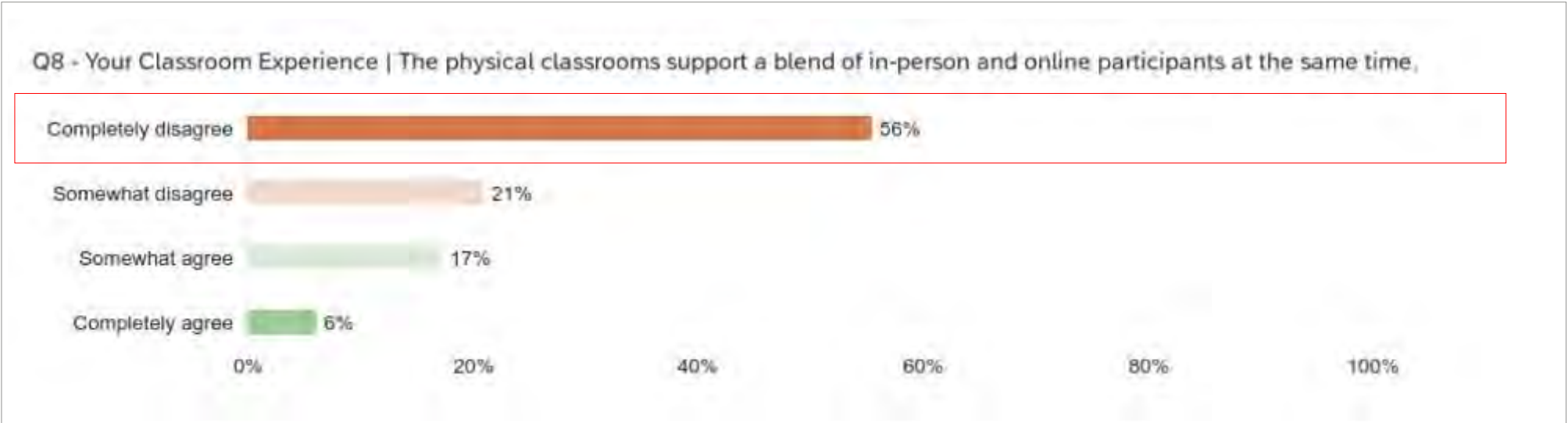
Highest response rate/s

Faculty

Classroom Experience

Only about half of Faculty respondents 'completely agree' that the physical classroom environment supported a **vibrant learning environment, physical inclusivity, group learning,** and **their preferred pedagogy.** Further, scores relating to the classroom's ability to **physically accommodate all Students** was considerably lower among Faculty than Students (43% vs. 60%).

Various factors associated with the physical learning environment scored low to moderate. Access to daylight and ability to hear content was perceived to be best enabled by the classroom environments. Support for comfortable seating and a place for personal belongings in classrooms received the lowest scores, aligning with Student responses.

Demographic Anomalies
Q7:
- *N/A*

Q9:
- *N/A*

Q7 - Your Classroom Experience | To what extent do you agree or disagree with the following regarding your physical classroom experience?

	Completely disagree	Somewhat disagree	Somewhat agree	Completely agree
My classrooms provide a vibrant learning environment	4%	3%	40%	53%
My classrooms can physically accommodate all students.	4%	14%	39%	43%
My classrooms help to facilitate group learning between students.	5%	11%	34%	49%
My classrooms support my preferred pedagogy	5%	13%	32%	50%

Q9 - Your Classroom Experience | To what extent do the physical classroom environments support the following?

	Completely disagree	Somewhat disagree	Somewhat agree	Completely agree
Comfortable seating	7%	22%	54%	17%
Tools + technology	6%	15%	46%	33%
Ability to see content	8%	20%	38%	35%
Ability to hear content	5%	10%	38%	47%
Students to co-create	5%	11%	41%	43%
Access to daylight	5%	11%	32%	52%
Power for mobile devices	12%	28%	29%	31%
A place for my belongings	16%	22%	38%	24%

Highest response rate/s
Lowest response rate/s

Faculty

Primary Workspace

Faculty scored their primary workspace highest in areas relating to work productivity (i.e., supporting individual work, collaboration, and effective completion of work). However, these findings were only scored as low to moderate.

The primary workspace support for faster decision-making, creativity and innovation, and the college/department's brand and culture received the lowest scores overall.

Demographic Anomalies
Q10:
- *N/A*

Q10 - Your Primary Workspace | The degree to which the workspace supports the following:

Statement	Completely disagree	Somewhat disagree	Somewhat agree	Completely agree
The workspace reflects the college's brand and culture		19%	54%	25%
The workspace reflects my school's / department's brand and culture	4%	22%	49%	25%
The workspace supports individual work	9%	13%	43%	34%
The workspace encourages personal learning & development	13%	17%	39%	32%
The workspace accelerates decision making	19%	20%	41%	21%
The workplace supports effective collaboration	10%	16%	38%	36%
The workspace nurtures creativity and innovation	11%	22%	41%	26%
The workspace supports how my team works	9%	22%	36%	33%
The workspace environment influences how effectively I can complete my work	10%	14%	42%	34%

■ Completely disagree ■ Somewhat disagree ■ Somewhat agree ■ Completely agree

☐ Highest response rate/s
☐ Lowest response rate/s

Faculty

Working Alone, With Others, and From Home

When **working alone** on campus, Faculty respondents were most satisfied with their ability to do focused work and access private spaces. Accessing different spaces to do alone work proved to be more challenging.

When **working with others** on campus, Faculty respondents were most satisfied with the collaborative spaces and technology that allowed them to connect with others. Group spaces that provide visual and acoustic privacy scored lowest.

When **working from home**, Faculty respondents were most satisfied with Students' ability to access them. Satisfaction with the ability to connect with colleagues received the lowest overall score.

Demographic Anomalies
Q11:
• *N/A*

Q12:
• *N/A*

Q13:
• *N/A*

Q11 - Your Workplace Experience | Satisfaction when working ALONE

Ability to do focused work	6%	6%	12%	27%	48%
Choice of different places	8%	12%	20%	22%	37%
Access to information	5%	9%	6%	35%	44%
Access to the tools + technology	4%	9%	14%	37%	37%
Access to private space for confidential work	10%	16%	11%	15%	47%

■ I do not believe this is important ■ Completely unsatisfied Somewhat unsatisfied Somewhat satisfied ■ Completely satisfied

Q12 - Your Workplace Experience | Satisfaction when working WITH OTHERS

Access to people that are relevant to do my job	5%	5%	16%	40%	35%
Collaborative spaces for scheduled meetings	5%	5%	10%	41%	40%
Collaborative spaces for unscheduled meetings	5%	9%	13%	46%	26%
Technology to connect virtually with others	4%	6%	14%	39%	37%
Visually private group spaces	11%	11%	21%	31%	25%
Acoustically private group spaces	10%	13%	24%	30%	23%

■ I do not believe this is important ■ Completely unsatisfied Somewhat unsatisfied Somewhat satisfied ■ Completely satisfied

Q13 - Your Experience Working From Home

Access to all the information I need		16%	35%	48%
Access to technology I need	4%	22%	27%	47%
Access to the people I need	10%	14%	30%	45%
I am connected to my colleagues	16%	19%	33%	32%
Students have easy access to me	5%	11%	32%	51%

■ Completely disagree Somewhat disagree Somewhat agree ■ Completely agree

Highest response rate/s
Lowest response rate/s

Faculty

Work Modes

The primary work mode for Faculty respondents was 'teach' followed by individual work (i.e., routine tasks, deep focus). Less than 5% of time is spent in the rejuvenate or socialize work modes.

Faculty respondents indicated they were the most satisfied with support for the work modes of alone – routine tasks, collaborative – sharing and teaching. While rejuvenate and socialize have room for improvement.

Faculty also indicated that alone - deep focus, ranked second in terms of time allocation, could be more effectively supported (only 43% completely satisfied).

Demographic Anomalies
Q14:
• *N/A*

Q15:
• *N/A*

Q14 - Work Modes | Percentage of time spent in each work mode throughout the day

Work Mode	Value
Alone: Routine Tasks	16
Alone: Deep Focus	18
Collaborate: Sharing	10
Collaborate: Creating	6
Teach	37
Learn	6
Rejuvenate	3
Socialize	4

* Mean average of percentages identified by all question responses are shown for each work mode

Q15 - Work Modes | To what extent does your workplace support each of the following work modes?

Work Mode	Not at all	Somewhat	Completely
Alone – Routine Tasks	9%	37%	54%
Alone – Deep Focus	15%	41%	43%
Collaborate – Sharing	10%	38%	53%
Collaborate – Creating	11%	41%	48%
Teach	3%	31%	66%
Learn	9%	47%	45%
Rejuvenate	35%	39%	26%
Socialize	12%	53%	35%

■ Not at all   Somewhat   ■ Completely

Highest response rate/s
Lowest response rate/s

Faculty

Tools + Technology

Faculty reported that the Wi-Fi network, technology that enables access and sharing of information, and mobile devices were the technology elements they deemed most important.

Signaling presence and availability and the meeting reservation system ranked lowest in terms of importance overall.

Faculty reported they were most satisfied with the technology elements they considered most important (i.e., Wi-Fi network, technology that enables access and sharing of information, options to bring your own device).

The meeting space reservation system was considered to be the least important technology element. Technology designed for hybrid collaboration and flexible furniture also received low satisfaction scores.

Demographic Anomalies
Q16:
- *30% of respondents with more than 20 years of tenure reported the Wi-Fi network was 'highly important'.*

Q17:
- *N/A*

Q16 - Tools + Technology | What technology elements are most important?

Q17 - How satisfied are your with the following tools and technology elements?

Highest response rate/s
Lowest response rate/s
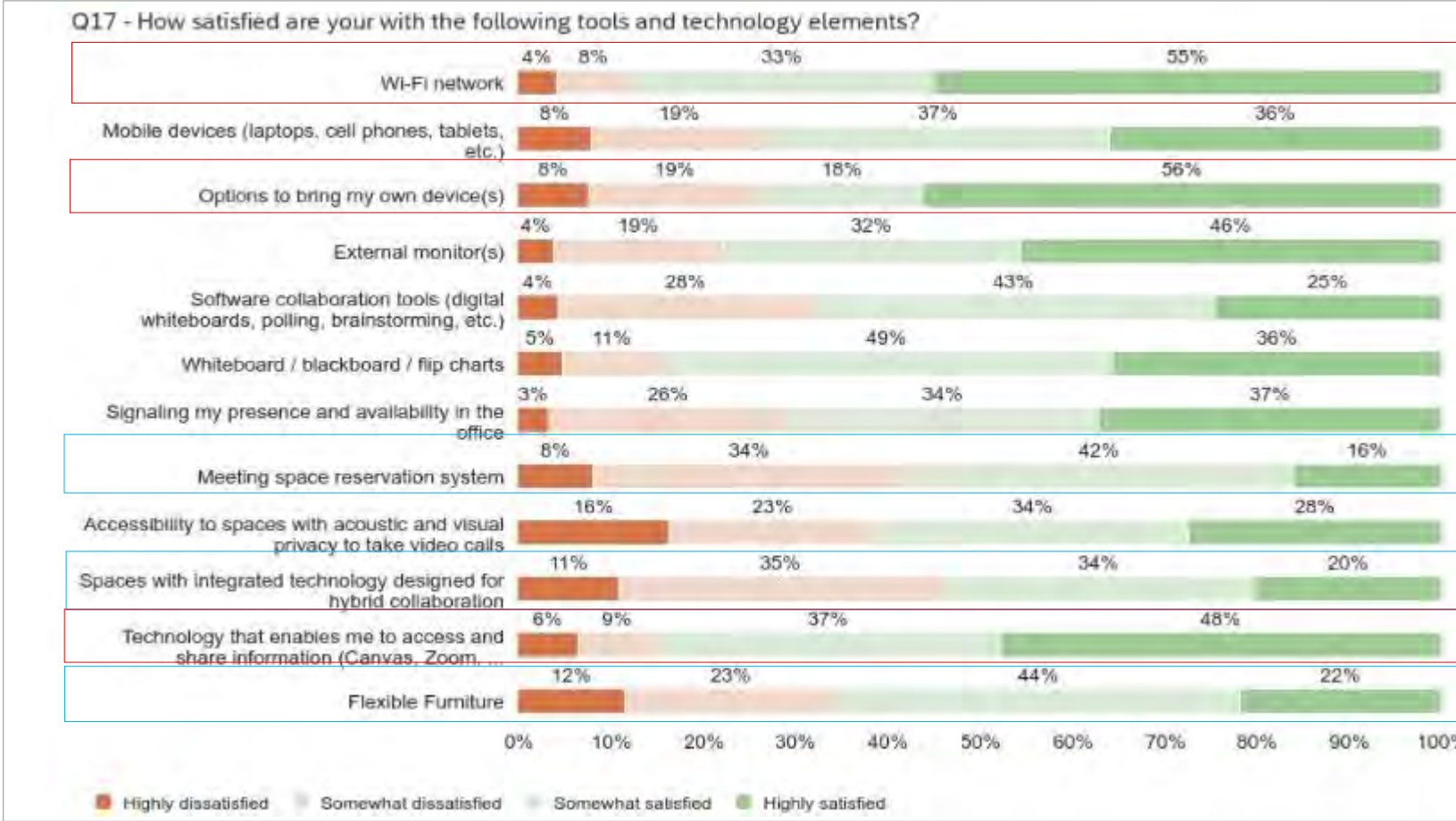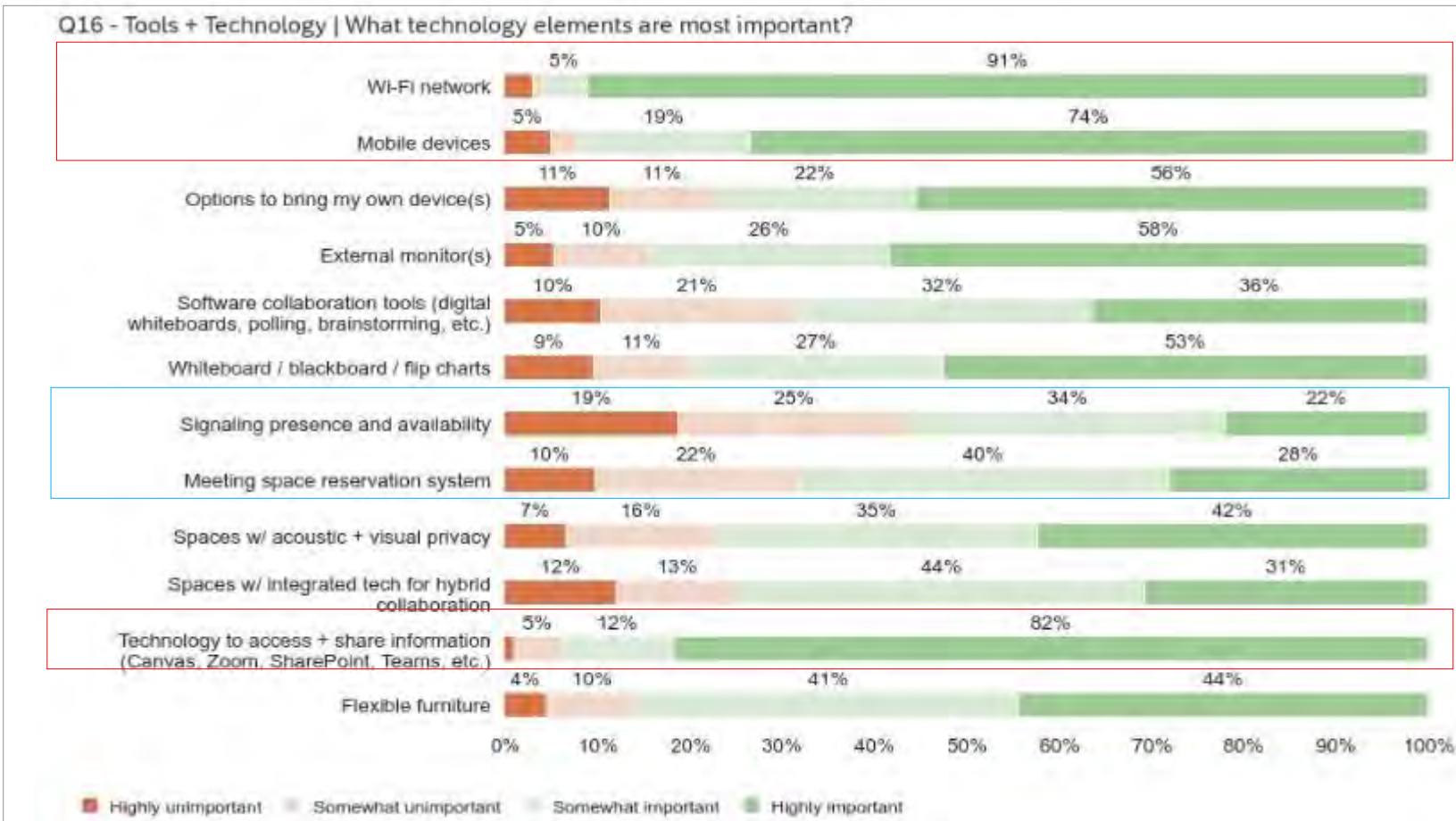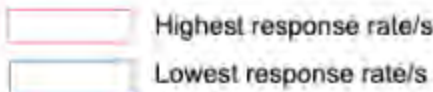
Faculty

Tools + Technology

Faculty rated their online experience as high (3.22 out of 4).

Less than a quarter of Faculty respondents (21%) felt that tools and technology were completely accessible to everyone.

Demographic Anomalies
Q21:
- *Male respondents scored their online experience as 2.86.*

Q18:
- *N/A*

Q21 - Satisfaction: ONLINE experience

3.22
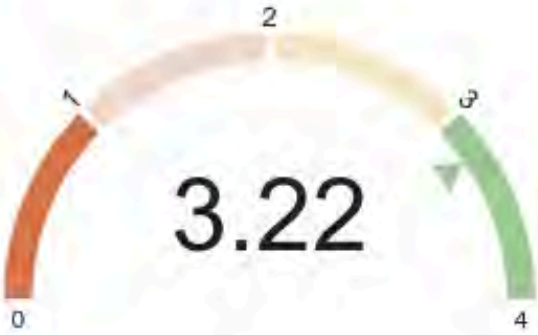
Satisfaction with ONLINE experience
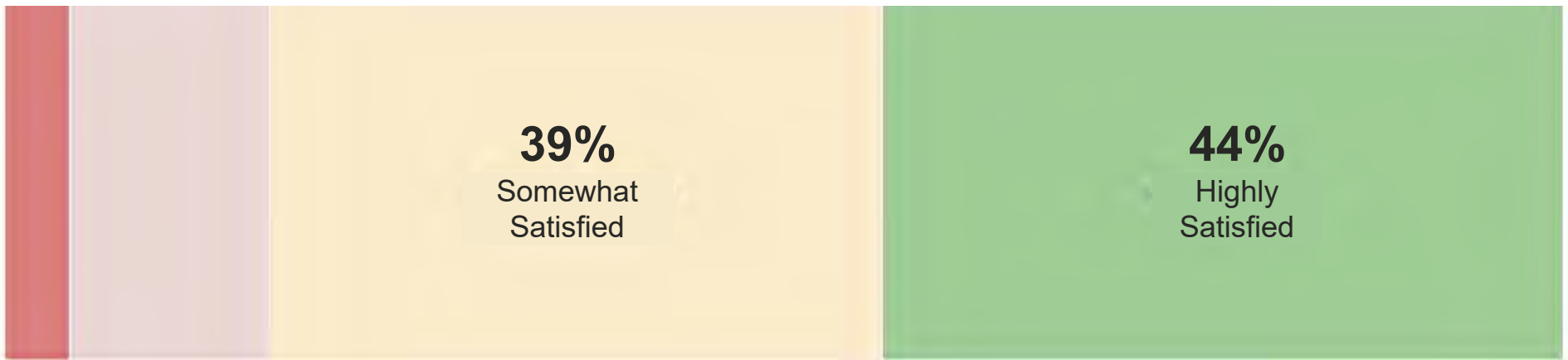
39%
Somewhat
Satisfied

44%
Highly
Satisfied

Q18 - To what extent are tools and technology equally accessible to everyone?

Not at all — 11%

Somewhat — 69%

Completely — 21%

0%   20%   40%   60%   80%   100%
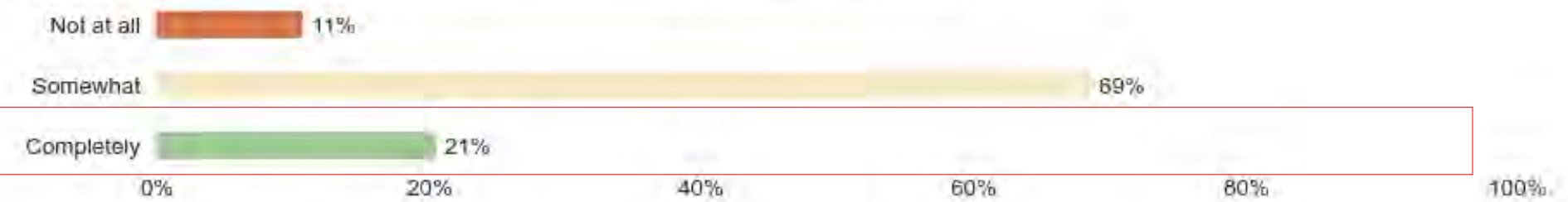
☐ Highest response rate/s

06. Appendix

Space Utilization Survey Key Findings

Classified Professionals

Classified Professionals

Key Findings

This page provides select findings from the Experience Survey conducted for Classified Professionals.

4

of the top 5 primary reasons to come to campus are **connecting to Students and peers**, **being part of a community** and the **vibrant and inspiring environment**.

70%

of time is spent in an **assigned office** or **workstation**

57%

of Classified Professional's time during the day is spent working **Alone**, either on **Routine Tasks** or **Deep Focus**

53%

of respondents were not "highly satisfied" with the "**on-campus**" experience, and **39%** were not "highly satisfied" with the **"online experience"**

Classified Professionals

Overview

This section contains an overview of key findings from the Experience Survey conducted for Classified Professionals from Folsom Lake College. The survey contained 23 questions focusing on the following areas:

- Campus, classroom, online, and workplace experience
- Work from home experience
- Primary workspace
- Work modes
- Tools and technology
- Satisfaction
- Demographics

Survey Respondents
A total of 94 Classified Professionals responded to the survey (23.7% response rate). Respondents primarily derived from 3 department groups and more than 19 areas of work. The largest portions of respondents included:

Department Group
- 42% of respondents were from Student Services & Support Programs
- 29% of respondents were from Administrative Services
- 18% of respondents were from Instructional Services

Area of Work
- 13% Student Services & Support Programs
- 10% IT and Media Services
- 10% Instructional

(Continued on next page)

Classified Professionals

Survey Respondents *(Continued)*

Q3 - Where You Are | Select all campuses that you work at in the Fall of 2023.

Campus	%
ARC - Main Campus	0%
ARC - Natomas Center	0%
ARC - Sacramento Regional Public Safety ...	0%
FLC - Main Campus	78%
CRC - Main Campus	0%
CRC - Elk Grove Center	0%
FLC - El Dorado Center	13%
FLC - Rancho Cordova Center	8%
SCC - Main Campus	2%
SCC - Davis Center	0%
SCC - West Sacramento Center	0%

Q22 - Demographics | Area of Work

Area	%
Administrative Office (Executive Suite)	7%
Instructional	10%
Student Services and Support Programs	13%
Business Services Office	2%
Campus Operations	5%
Child Development Center	0%
Health Services	2%
IT and Media Services	10%
President's Office	0%
Printing Services / Mail	2%
Academic Support Services	1%
Admissions & Records	7%
Basic Needs Services	1%
Student Support Programs (e.g., Ctr for ...	5%
Counseling (e.g., EOPS, DSPS, etc.)	4%
Financial Aid	7%
Institutional Effectiveness, Research and ...	1%
Library Services	1%
Transfer, Internship and Career Center	1%
Agriculture, Food & Natural Resources	0%
Arts, Media & Entertainment	0%
Automotive, Construction, Design & Technology	0%
Business & Computer Science	0%
English & Language Studies	0%
Health & Human Services	0%
Science, Math & Engineering	8%
Social & Behavioral Sciences	0%
Other	12%

Highest response rate/s

Classified Professionals

Survey Respondents *(Continued)*

The largest portion of respondents came from the following demographic groups:

- More then 11 years of tenure (45%)
- Age 40 years and over (59%)
- Female (58%)
- White race/ethnicity (42%)

Analysis and Key Findings

The overall key findings from the survey completed by FLC Classified Professionals are included on the following pages.

Additionally, demographic groups with significant deviations from average results - defined as a difference of 25% or 25 points or more – have been included under *Demographic Anomalies*. Demographic groups and survey questions with less than 10 respondents have been excluded from this analysis based on individual privacy concerns and the efficacy of this data. The demographic groups excluded from the analysis of the Classified Professionals survey include: age 18-20, age 21-24, age 25-29, African American, Asian, Filipino, Multi Race, Native American, Pacific Islander, and Non-binary.
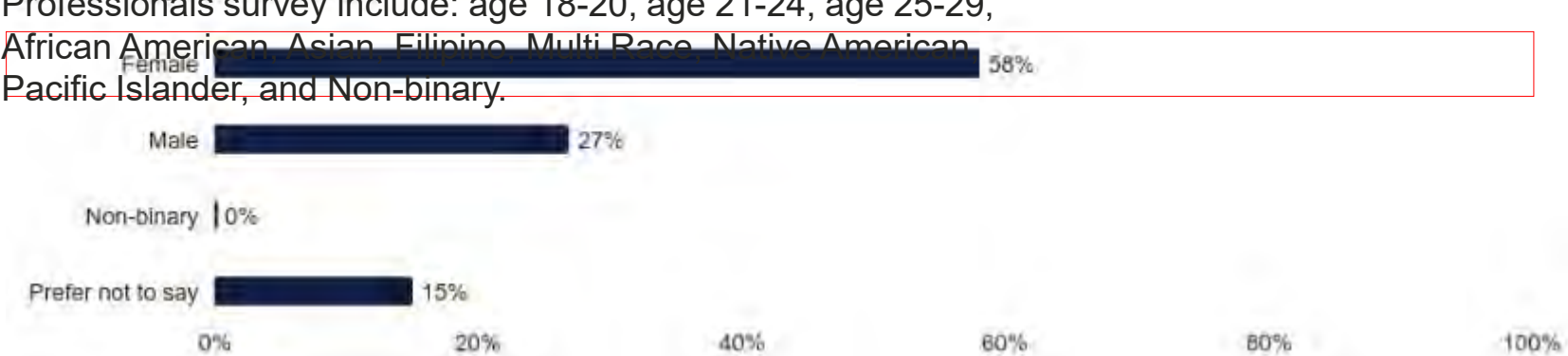
Q24 - Demographics | Tenure at Los Rios CC

Category	Value
Less than 2 years	21%
2-5 years	13%
6-10 years	20%
11-20 years	23%
More than 20 years	22%

Q25 - Demographics | Age

Category	Value
18-20	1%
21-24	4%
25-29	9%
30-39	14%
40 and over	59%
Prefer not to say	13%

Q26 - Demographics | Gender

Category	Value
Female	58%
Male	27%
Non-binary	0%
Prefer not to say	15%

Q27 - Demographics | Race / ethnicity

Category	Value
African American	3%
Asian	6%
Filipino	2%
Hispanic / Latino	16%
Multi Race	2%
Native American	4%
Pacific Islander	0%
White	42%
Prefer not to say	24%
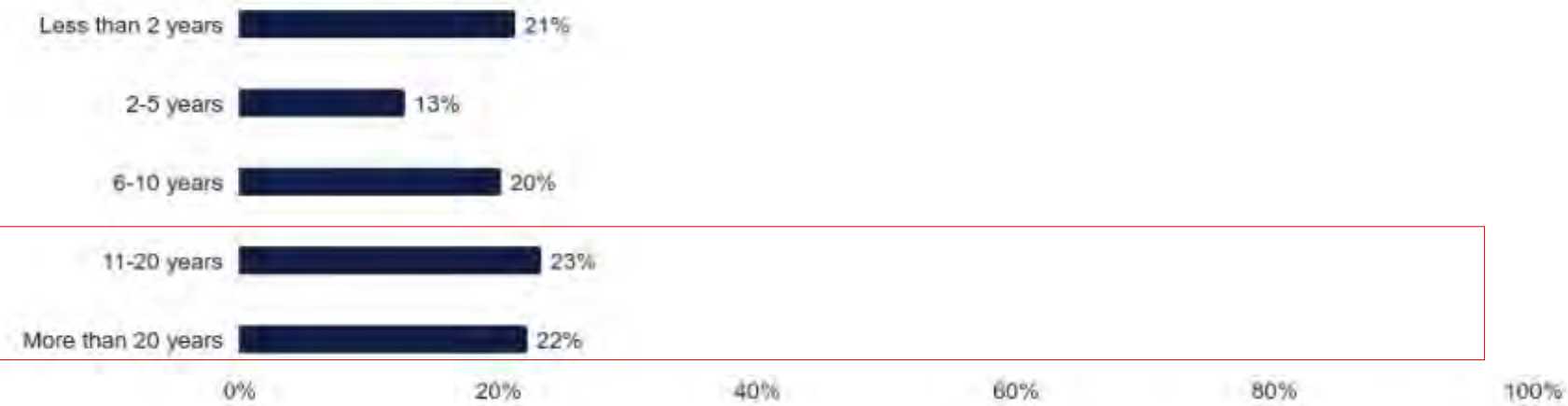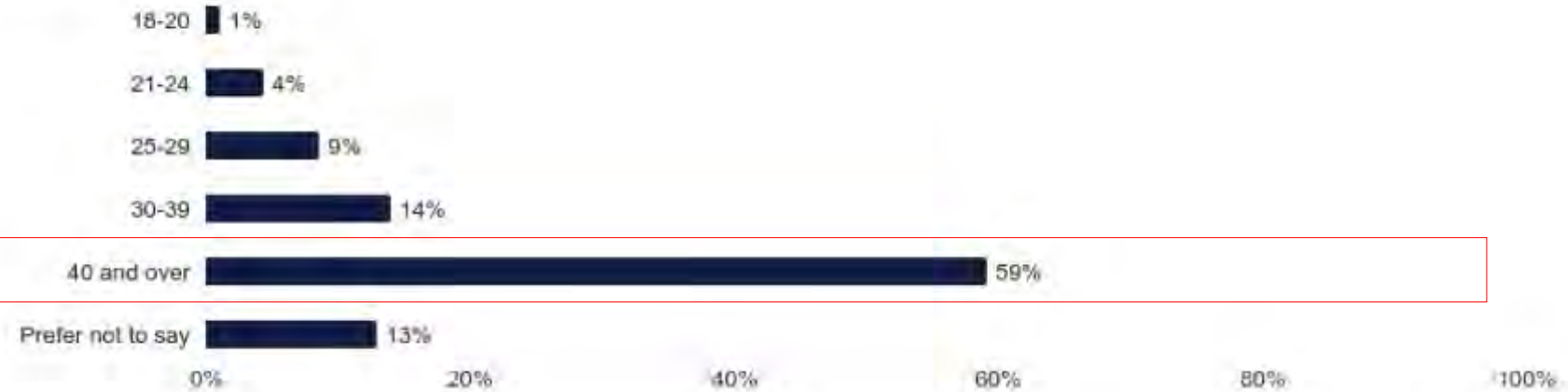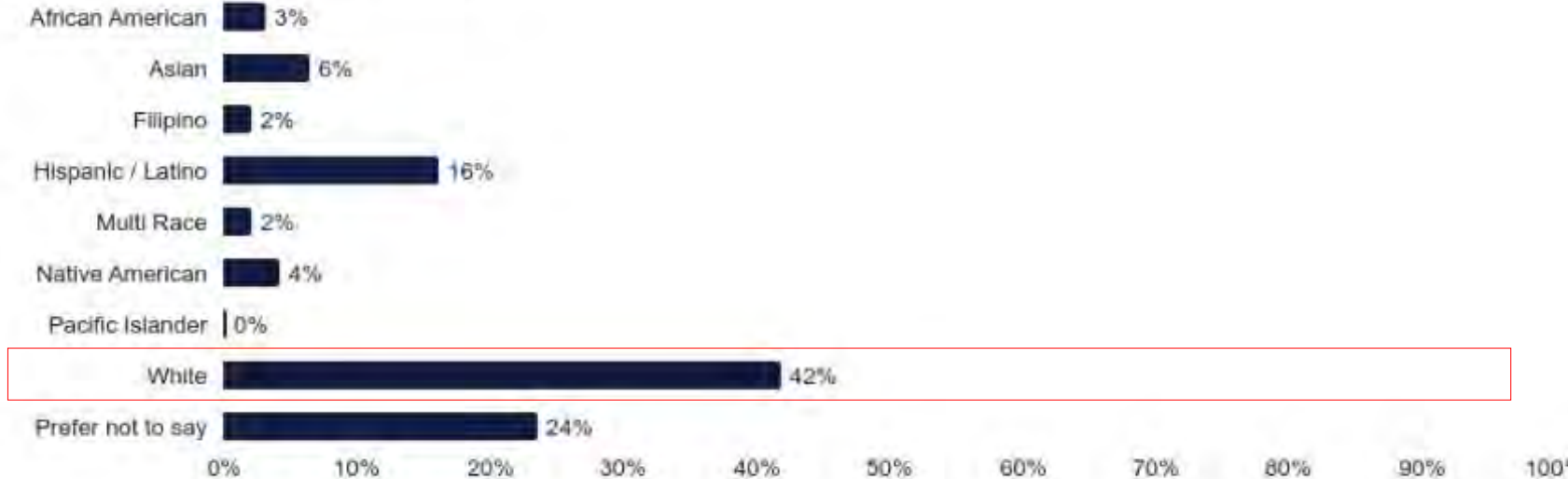
Highest response rate/s

Classified Professionals

Time in Locations

Classified Professionals spend the majority of their time on campus (83%) and a relatively small amount of their time working from home (16%).

When on campus, Classified Professionals spend the majority of their time in an assigned office (60%), followed by in an assigned workstation (24%).

Demographic Anomalies
Q4:
- *N/A*

Q4 - Where You Are | What percentage of time do you spend in the following locations in a typical week?

In a classroom: 4
In an assigned workstation: 20
In an assigned office: 50
Elsewhere on campus: 9
At home: 16
Other: 2
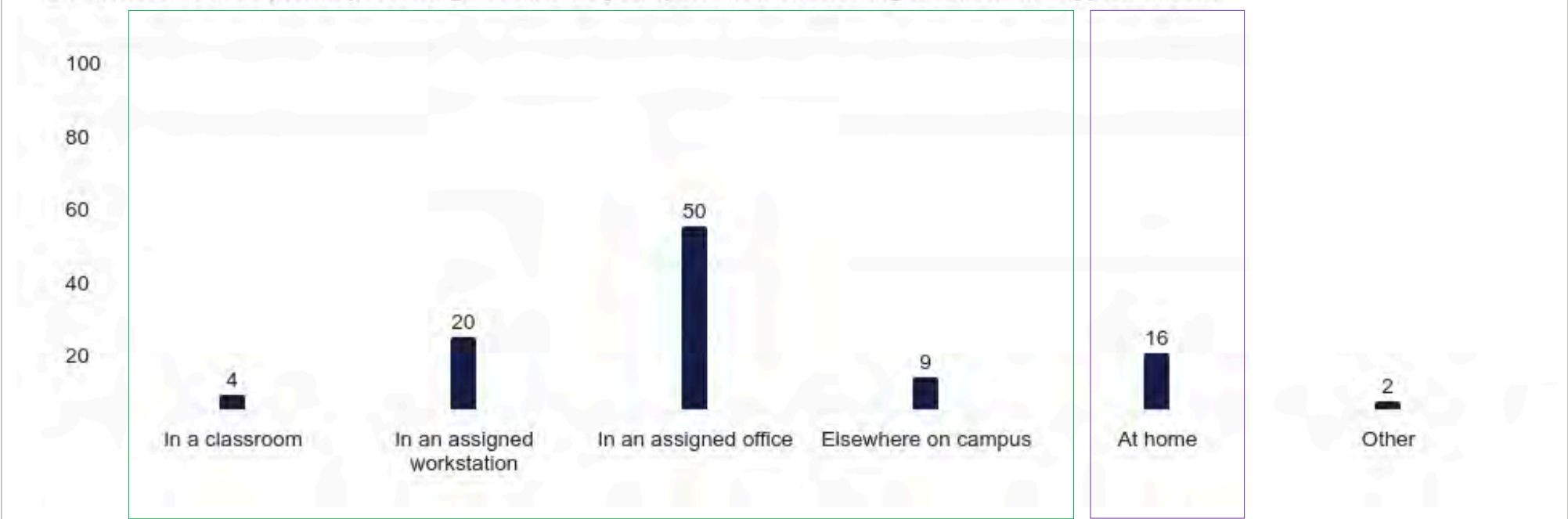
* Chart displays the average mean of percentages given for each location

Classified Professionals

Campus Experience

Classified Professionals spend the majority of their time on campus (83%) and rate their on-campus experience as high (3.30 out of 4).

Demographic Anomalies
Q19:
- *Respondents with 2-5 years of tenure scored their on-campus experience as 3.00.*
- *Respondents with more than 20 years of tenure scored their on-campus experience as 3.57.*
- *Male respondents scored their on-campus experience as 3.00.*

Q19 - Satisfaction: ON CAMPUS experience

3.30

Satisfaction with ON CAMPUS experience

41%
Somewhat
Satisfied

47%
Highly
Satisfied
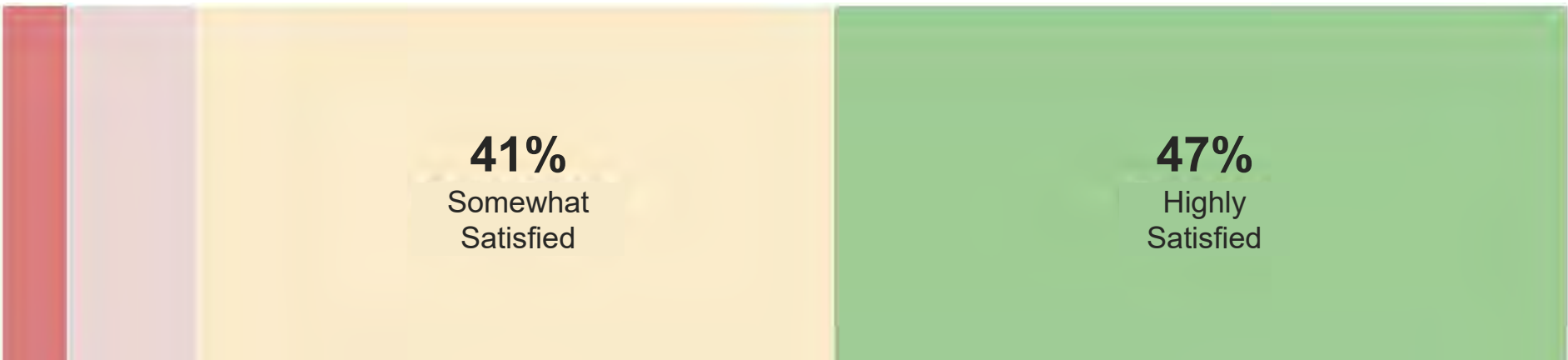
Classified Professionals

Campus Experience

Classified Professionals primary reasons for coming on campus include it's a job requirement, connecting to Students and peers, being part of a community and the vibrant and inspiring environment.

Consistent with Faculty and Students, wellbeing, ergonomic support, and a quiet work environment received the lowest scores, suggesting these areas are key areas of challenge.

Demographic Anomalies
Q5:
• *N/A*

Q5 - Your Campus Experience | Primary reasons for coming to campus

	Completely disagree	Somewhat disagree	Somewhat agree	Completely agree
My job requires it	6%	14%	24%	57%
Connect + collaborate peers	8%	6%	34%	53%
Connection to leadership	10%	16%	35%	38%
Connection to students	13%	11%	21%	55%
Visibility to leadership	15%	14%	34%	36%
Visibility to students	18%	13%	20%	49%
To be a part of community	7%	7%	34%	52%
Vibrant + inspiring environment	11%	4%	39%	46%
Availability of tools + technology	18%	17%	26%	39%
Ergonomic work environment	25%	17%	32%	27%
Access to paper and files	33%	22%	20%	25%
A quiet work environment	37%	22%	33%	9%
Promotes my wellbeing	23%	19%	40%	17%

Legend:
- Completely disagree
- Somewhat disagree
- Somewhat agree
- Completely agree

Highest response rate/s
Lowest response rate/s

Classified Professionals

Classroom Experience

When on campus, Classified Professional respondents reported spending 5% of their time in a classroom.

Classified Professionals satisfaction with the in-classroom experience scored lowest in comparison with on-campus and online experiences. This score, however, was moderate overall (2.87 out of 4).

Demographic Anomalies
Q20:
- *Respondents with 2-5 years of tenure scored their in-classroom experience as 2.33.*
- *Respondents with 6-10 years of tenure scored their in-classroom experience as 3.50.*
- *Respondents age 30-39 years scored their in-classroom experience as 2.00.*
- *Respondents age 40 years and over scored their in-classroom experience as 3.14.*
- *Hispanic respondents scored their in-classroom experience as 2.00.*
- *Male respondents scored their in-classroom experience as 2.60.*

Q20 - Satisfaction: IN CLASSROOM experience

2.87

Satisfaction with the IN CLASSROOM experience

33%	47%	20%
Somewhat Dissatisfied	Somewhat Satisfied	Highly Satisfied
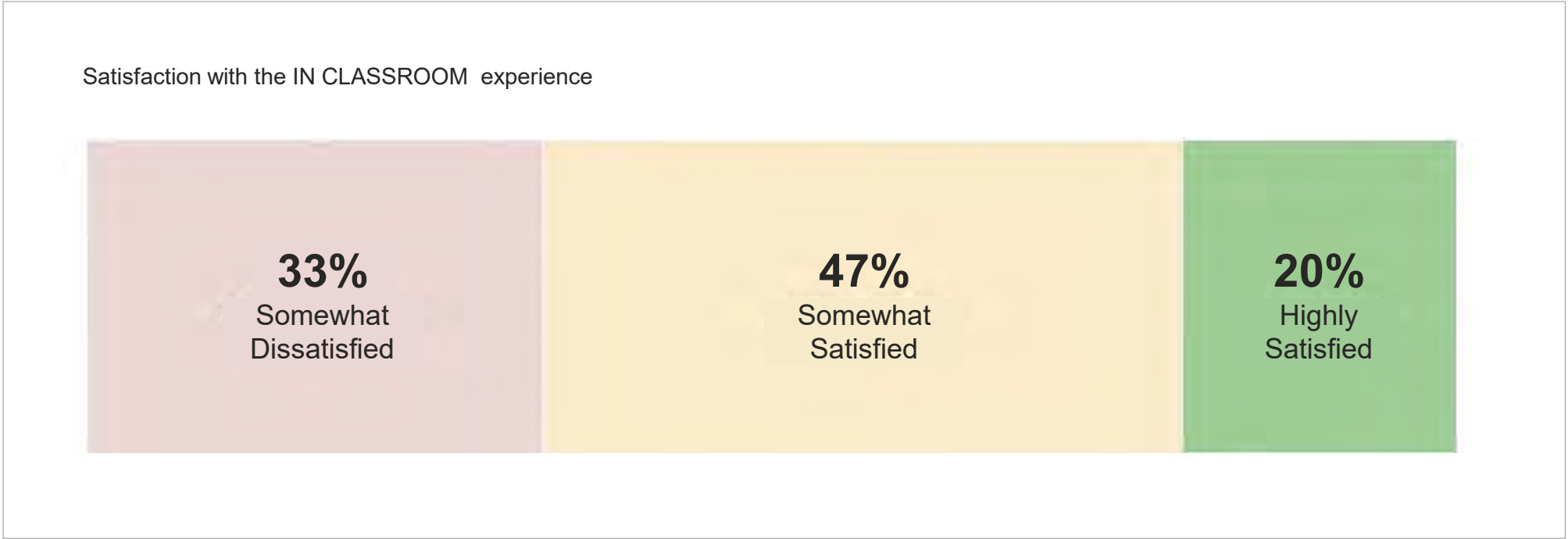
Classified Professionals

Primary Workspace

Classified Professionals reported their primary workspace best supports effective collaboration and individual work. These results are consistent with the findings from Faculty. It should be noted, however, these scores were still moderate overall.
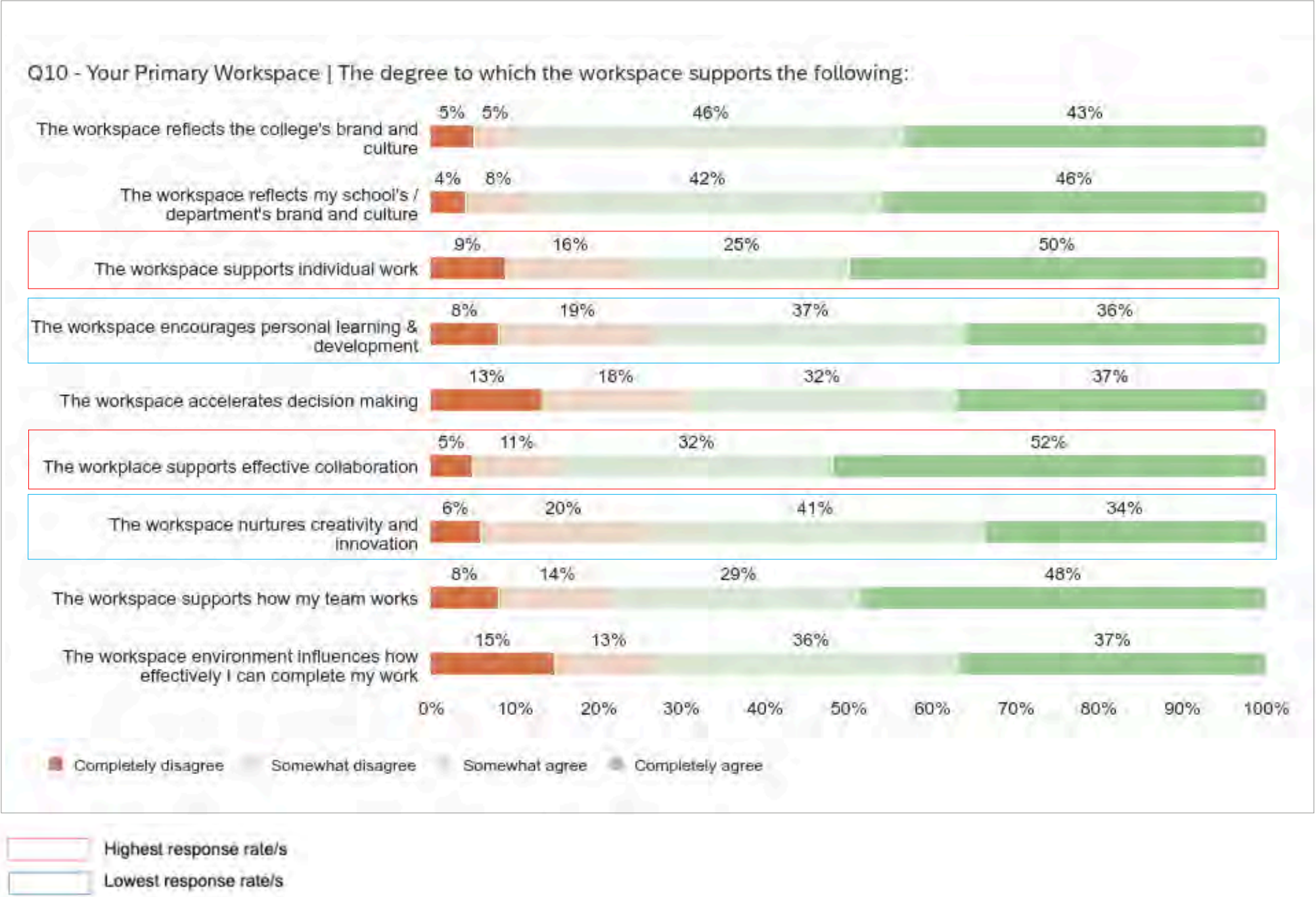
The workspace ability to 'nurture creativity and innovation' and 'encourage personal learning and development' received the lowest scores, revealing important areas of focus and improvement.

Demographic Anomalies
Q10:
- *15% of respondents age 30-39 years 'completely agree' the workspace accelerates decision-making.*

Q10 - Your Primary Workspace | The degree to which the workspace supports the following:

Statement	Completely disagree	Somewhat disagree	Somewhat agree	Completely agree
The workspace reflects the college's brand and culture	5%	5%	46%	43%
The workspace reflects my school's / department's brand and culture	4%	8%	42%	46%
The workspace supports individual work	9%	16%	25%	50%
The workspace encourages personal learning & development	8%	19%	37%	36%
The workspace accelerates decision making	13%	18%	32%	37%
The workplace supports effective collaboration	5%	11%	32%	52%
The workspace nurtures creativity and innovation	6%	20%	41%	34%
The workspace supports how my team works	8%	14%	29%	48%
The workspace environment influences how effectively I can complete my work	15%	13%	36%	37%

Highest response rate/s
Lowest response rate/s

Classified Professionals

Working Alone, With Others, and From Home

When **working alone** on campus, Classified Professionals reported the highest satisfaction with their ability to access tools/technology and information. Accessing different spaces to do alone work proved to be more challenging, consistent with findings from Faculty.

When **working with others** on campus, Classified Professionals were most satisfied with technology to connect virtually with others. Acoustically and visually private spaces for group work scored lowest, consistent with Faculty responses.

When **working from home**, Classified Professionals were most satisfied with access to necessary technology however satisfaction was high across all aspects of this question. Satisfaction with Students ability to easily access them ranked lowest, though still moderate overall. This was a significant difference from the results reported by Faculty.
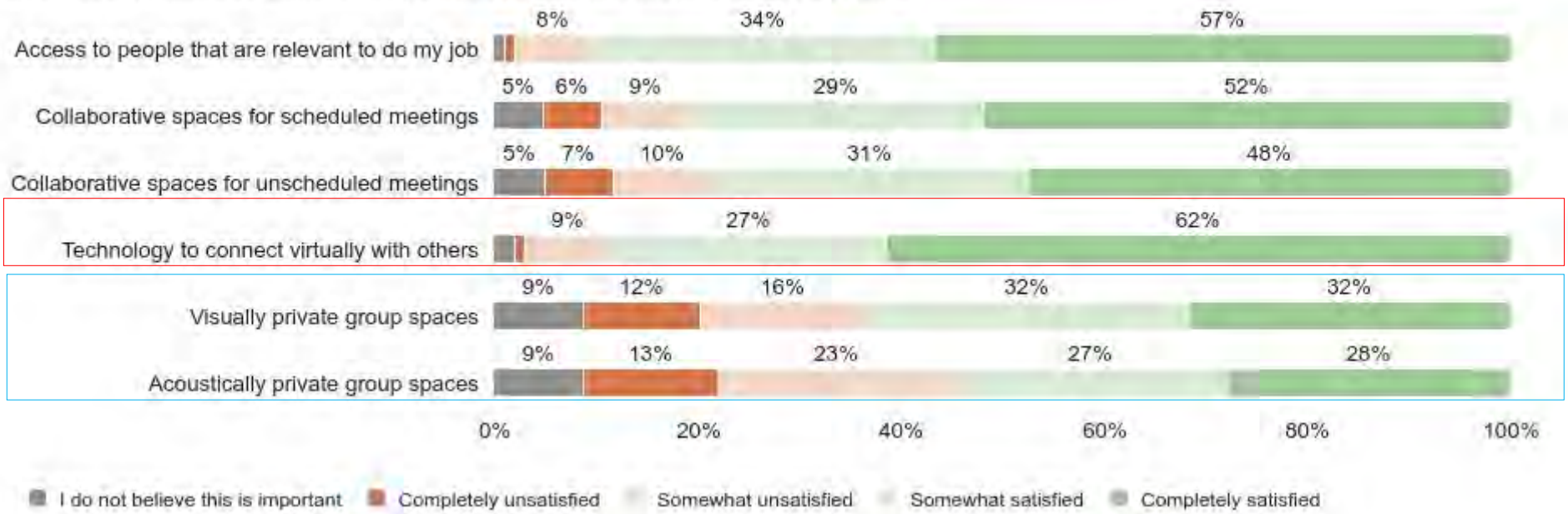
Demographic Anomalies
Q11:
- *46% of respondents age 30-39 years are 'completely unsatisfied' with their choice of different places to work alone.*
Q12:
- *N/A*

(Continued on next page)

Classified Professionals

Working Alone, With Others, and From Home

Demographic Anomalies (Continued)
Q13:

- *80% of respondents with 11-20 years of tenure 'completely agree' that Students can easily access them.*
- *30% of respondents with more than 20 years of tenure 'completely agree' they can access the people they need.*
- *35% of respondents with more than 20 years of tenure 'completely agree' they are connected to their colleagues.*
- *100% of respondents age 30-39 years 'completely agree' they can access the technology they need.*
- *85% of respondents age 30-39 years 'completely agree' they can access the people they need.*
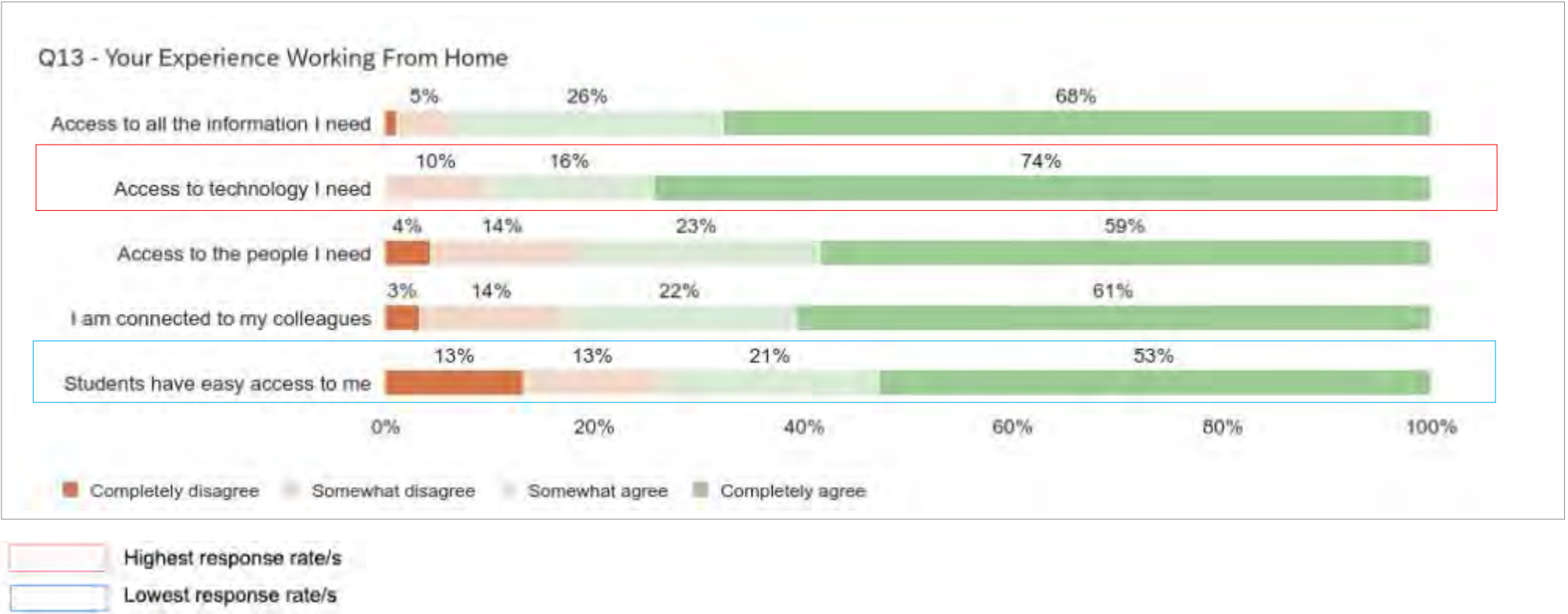
Classified Professionals

Work Modes

The primary work mode for Classified Professionals was individual work (i.e., routine tasks, deep focus) which constituted more than half of their time (57%). Relatively little time was spent in the 'teach' or 'rejuvenate' work modes.

The 'learn' work mode also constituted very little of Classified Professionals respondents time (<5%). This was also reflected in the low scores the primary workspaces received in supporting 'personal learning and development' (Q10) as well the extent to which the overall workplace supports learning (Q15).

The 'collaborate – sharing' work mode was perceived as being best supported by the workplace, followed by 'collaborate - creating' and 'alone - routine tasks.' It is important to note that all work modes were supported only to a low to moderate degree by the workplace.

A significant gap exists between the amount of time spent in the 'alone - deep focus' work mode and the extent to which it is being supported in the workplace. Closing this gap should be an area of focus moving forward.

Demographic Anomalies
Q14:
- N/A

Q15:
- 60% of respondents with more than 20 years of tenure reported

Q14 - Work Modes | Percentage of time spent in each work mode throughout the day
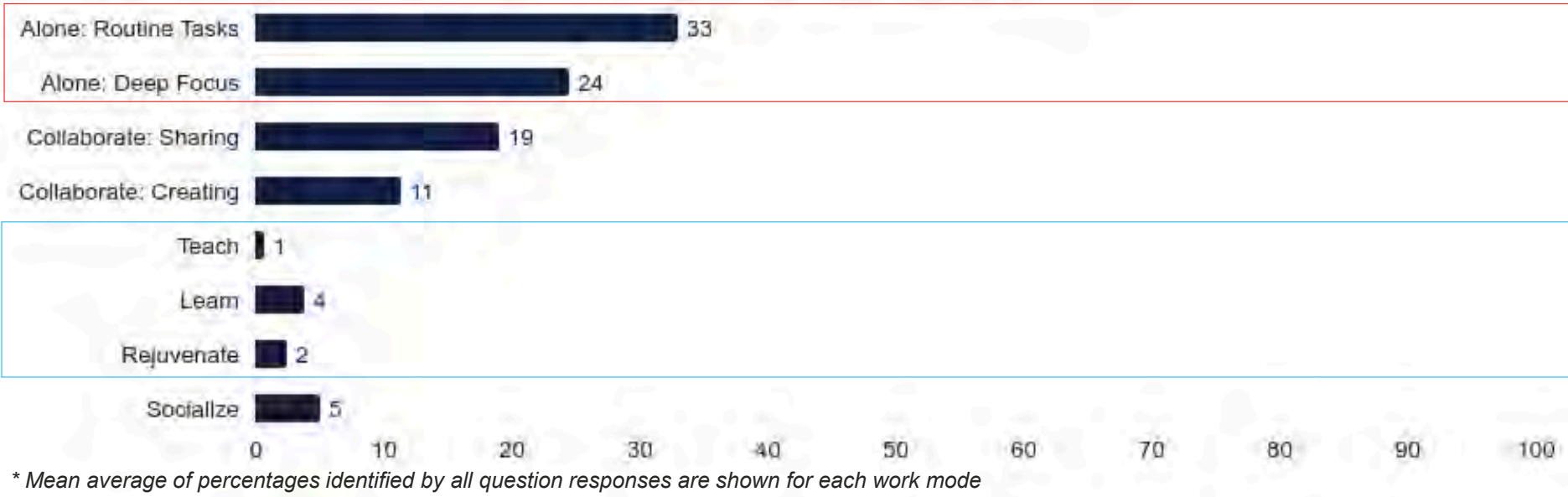
* Mean average of percentages identified by all question responses are shown for each work mode

Q15 - Work Modes | To what extent does your workplace support each of the following work modes?

Not at all   Somewhat   Completely
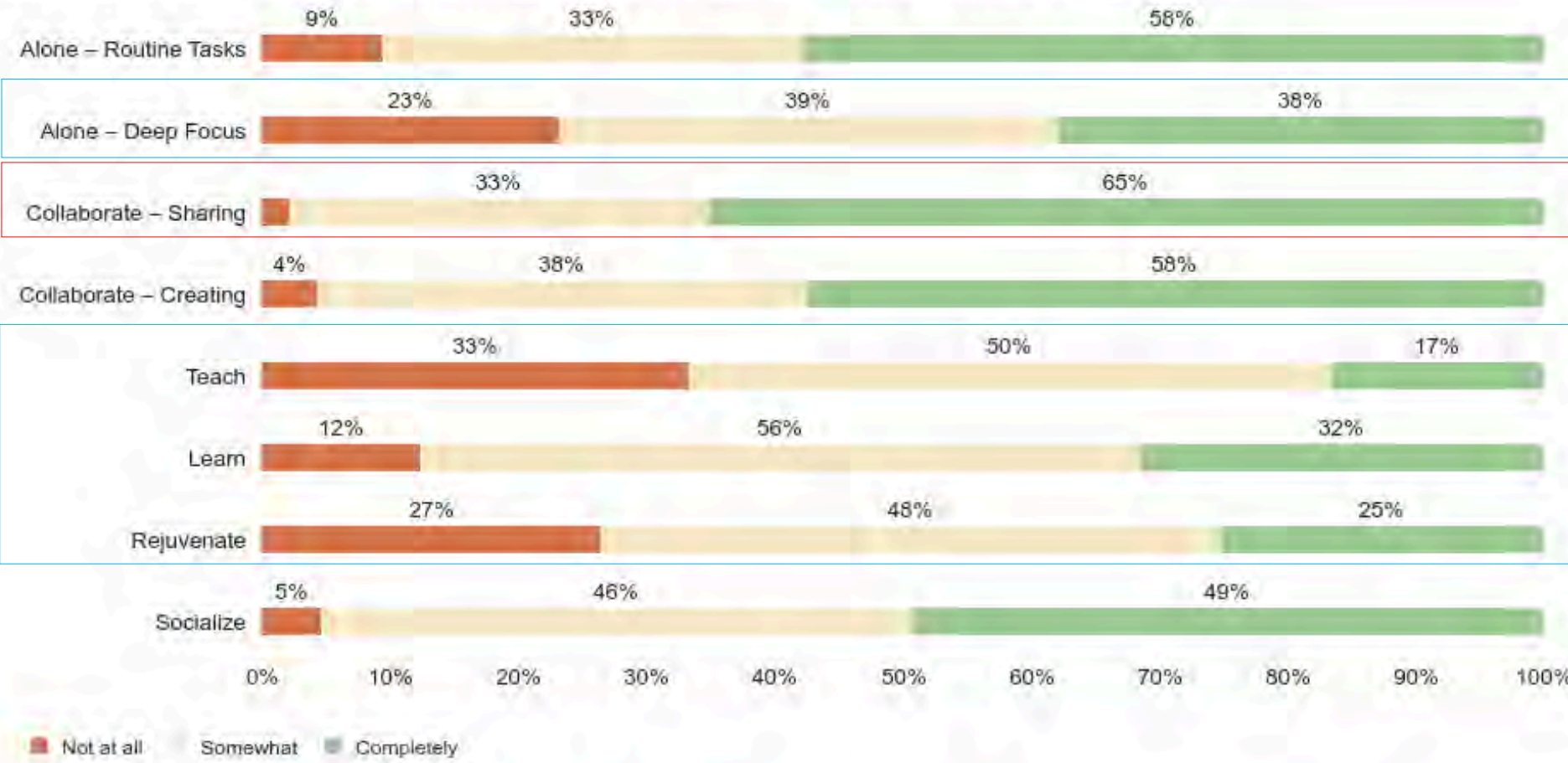
Highest response rate/s
Lowest response rate/s

Classified Professionals

Work Modes

Demographic Anomalies (Continued)
Q15:
- *100% of respondents with 6-10 years of tenure reported the workplace 'somewhat' supports the 'teach' work mode.*
- *100% of respondents with 11-20 years of tenure reported the workplace 'somewhat' supports the 'teach' work mode.*
- *50% of respondents with 20 years or more of tenure reported the workplace 'completely' supports the 'teach' work mode.*
- *50% of Hispanic respondents reported the workplace 'completely' supports the 'teach' work mode.*

Q14 - Work Modes | Percentage of time spent in each work mode throughout the day

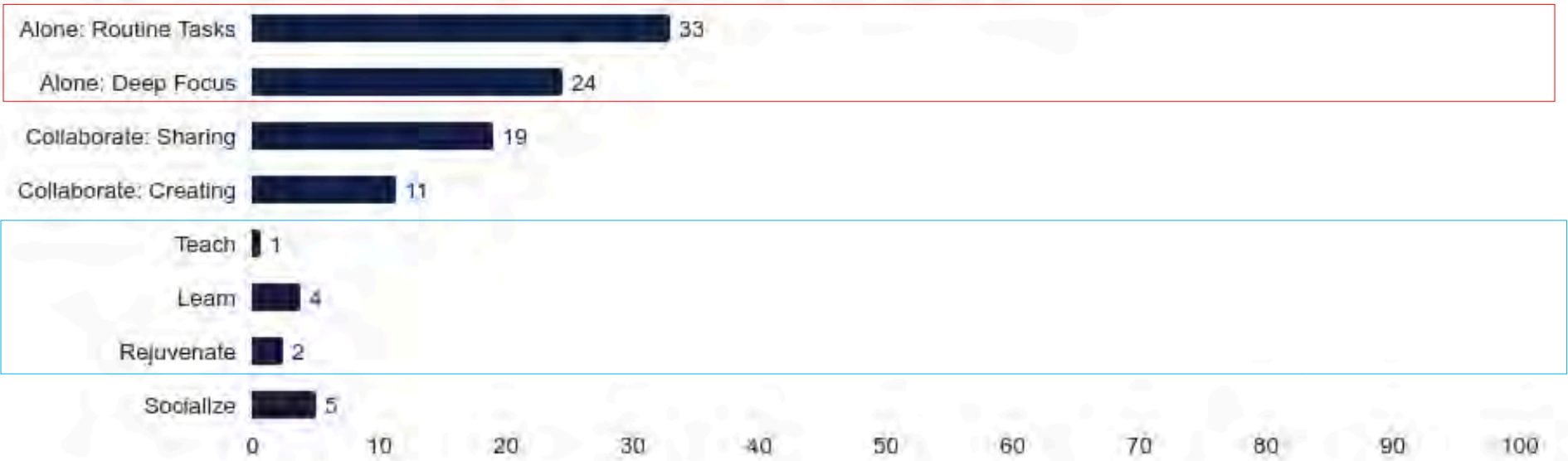| Work Mode	Value
Alone: Routine Tasks	33
Alone: Deep Focus	24
Collaborate: Sharing	19
Collaborate: Creating	11
Teach	1
Learn	4
Rejuvenate	2
Socialize	5

* Mean average of percentages identified by all question responses are shown for each work mode

Q15 - Work Modes | To what extent does your workplace support each of the following work modes?

Work Mode	Not at all	Somewhat	Completely
Alone – Routine Tasks	9%	33%	58%
Alone – Deep Focus	23%	39%	38%
Collaborate – Sharing		33%	65%
Collaborate – Creating	4%	38%	58%
Teach	33%	50%	17%
Learn	12%	56%	32%
Rejuvenate	27%	48%	25%
Socialize	5%	46%	49%

Not at all Somewhat Completely

Highest response rate/s
Lowest response rate/s

Classified Professionals

Tools + Technology

Classified Professionals responded that the Wi-Fi network, mobile devices, external monitors and technology that enables access and sharing of information were the most important technology elements, consistent with Faculty and Student responses.
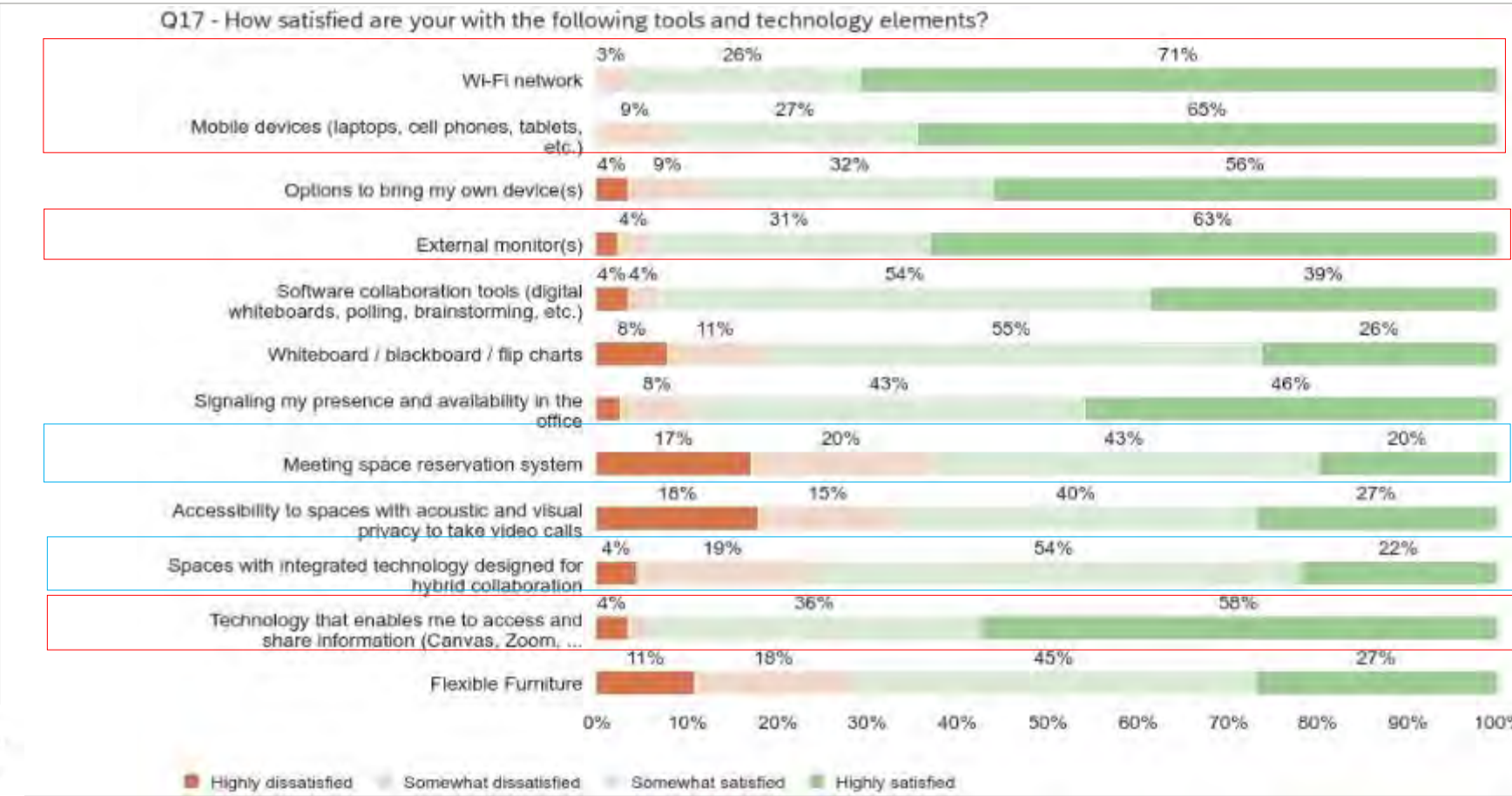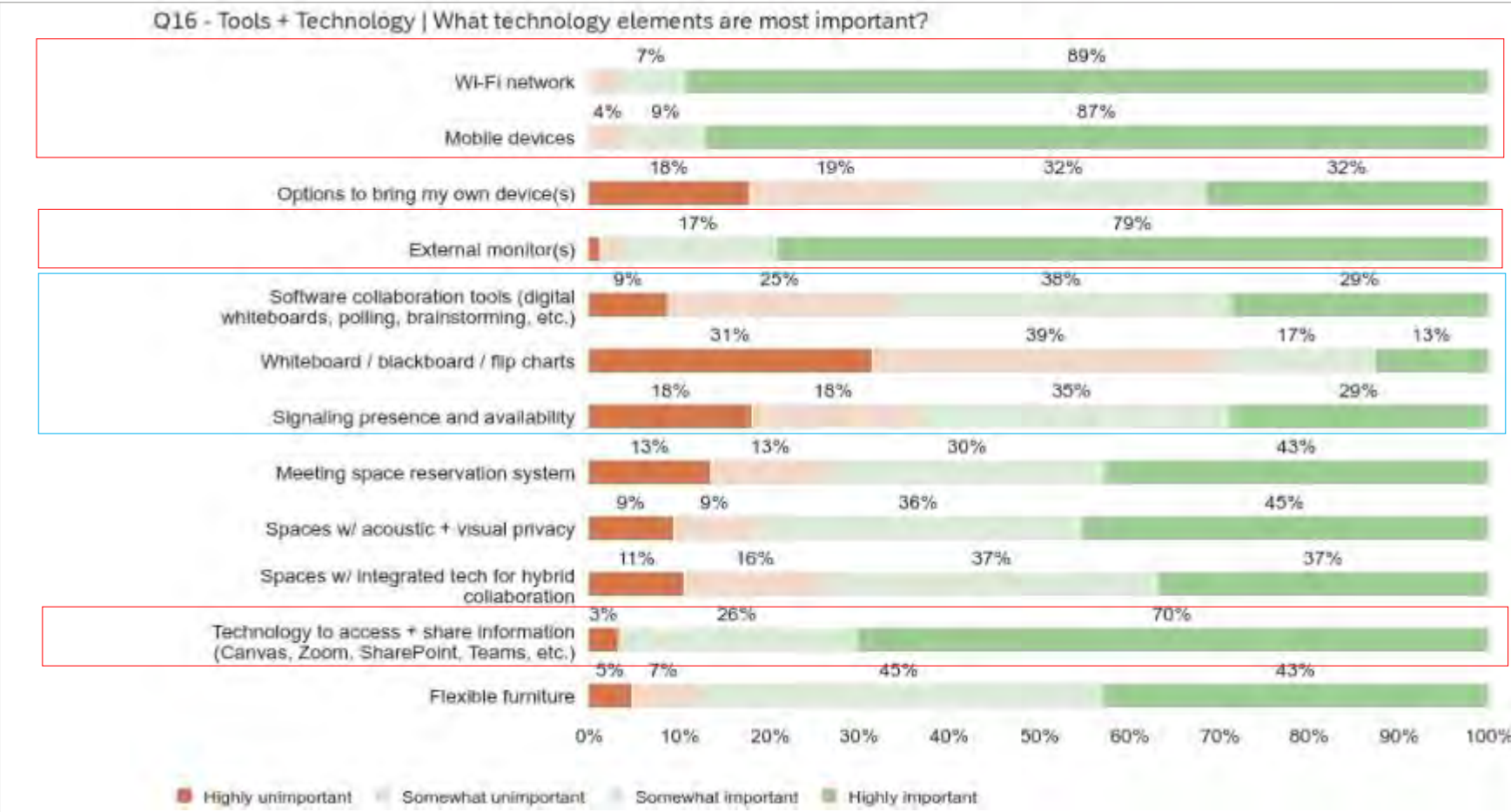
The Wi-Fi network and technology that enables access and sharing of information were also reported to have the high levels of satisfaction, consistent with Faculty and Student findings. Classified Professionals also scored mobile devices and external monitors as high overall.

The ability to signal presence and availability and the meeting space reservation system were considered to be the least important technology elements. The meeting reservation system, along with spaces with integrated technology designed for hybrid collaboration, received the lowest satisfaction scores, consistent with Faculty responses.

Demographic Anomalies
Q16:
- *70% of respondents with 2-5 years of tenure reported flexible furniture was 'highly important'.*
- *13% of respondents with 6-10 years of tenure reported the meeting room reservation system was 'highly important'.*
- *62% of respondents age 30-39 years reported signaling presence and availability was 'highly important'.*

Q16 - Tools + Technology | What technology elements are most important?

Element	Highly unimportant	Somewhat unimportant	Somewhat important	Highly important
Wi-Fi network		7%		89%
Mobile devices	4%	9%		87%
Options to bring my own device(s)	18%	19%	32%	32%
External monitor(s)		17%		79%
Software collaboration tools (digital whiteboards, polling, brainstorming, etc.)	9%	25%	38%	29%
Whiteboard / blackboard / flip charts	31%	39%	17%	13%
Signaling presence and availability	18%	18%	35%	29%
Meeting space reservation system	13%	13%	30%	43%
Spaces w/ acoustic + visual privacy	9%	9%	36%	45%
Spaces w/ integrated tech for hybrid collaboration	11%	16%	37%	37%
Technology to access + share information (Canvas, Zoom, SharePoint, Teams, etc.)	3%	26%		70%
Flexible furniture	5%	7%	45%	43%

Legend: ■ Highly unimportant · Somewhat unimportant · Somewhat important · ■ Highly important

Q17 - How satisfied are your with the following tools and technology elements?

Element	Highly dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Highly satisfied
Wi-Fi network		3%	26%	71%
Mobile devices (laptops, cell phones, tablets, etc.)	9%	27%		65%
Options to bring my own device(s)	4%	9%	32%	56%
External monitor(s)		4%	31%	63%
Software collaboration tools (digital whiteboards, polling, brainstorming, etc.)	4%	4%	54%	39%
Whiteboard / blackboard / flip charts	8%	11%	55%	26%
Signaling my presence and availability in the office	8%		43%	46%
Meeting space reservation system	17%	20%	43%	20%
Accessibility to spaces with acoustic and visual privacy to take video calls	18%	15%	40%	27%
Spaces with integrated technology designed for hybrid collaboration	4%	19%	54%	22%
Technology that enables me to access and share information (Canvas, Zoom, ...)	4%	36%		58%
Flexible Furniture	11%	18%	45%	27%

Legend: ■ Highly dissatisfied · Somewhat dissatisfied · Somewhat satisfied · ■ Highly satisfied

Highest response rate/s
Lowest response rate/s

Classified Professionals

Tools + Technology

Classified Professionals rated their online experience as high overall (3.52 out of 4).

Less than half of Classified Professional respondents (41%) completely agreed that tools and technology are equally accessible to all.
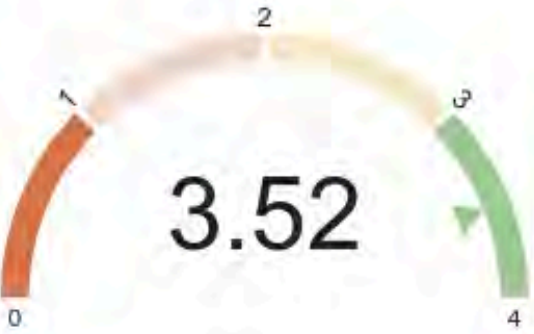
Demographic Anomalies
Q21:
- *N/A*

Q18:
- *69% of respondents age 30-39 years reported tools and technology are 'completely' equally accessible to everyone.*
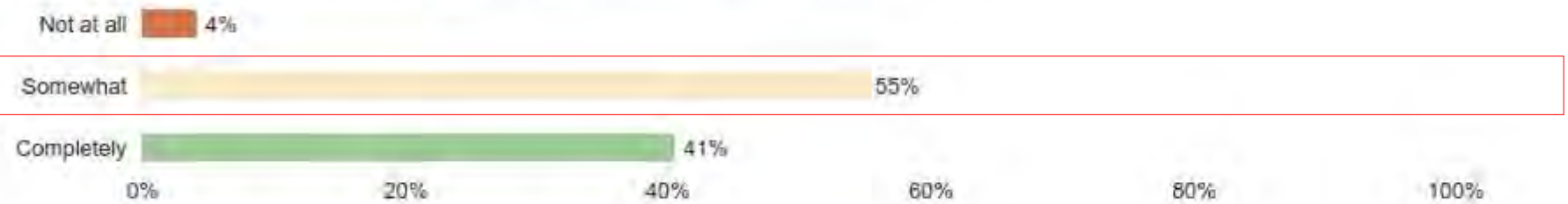
Steelcase
Applied Research + Consulting

For further information on the contents of this report, please contact:

John Hughes, Principal, Applied Research + Consulting

John Hughes
Steelcase Applied Research + Consulting

jhughes@steelcase.com

Frances Graham
Steelcase Applied Research + Consulting

fgraham@steelcase.com

Lynn Lantaff
Steelcase Applied Research + Consulting

llantaff@steelcase.com

Lauren Bachynski
Steelcase Applied Research + Consulting

lbachyns@steelcase.com

Garner Pagel
Steelcase Applied Research + Consulting

gpagel@steelcase.com

Kellie Fairchild
Steelcase Applied Research + Consulting

kfairch1@steelcase.com

Richard Powley
Steelcase Applied Research + Consulting

rpowley@steelcase.com

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